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Hamilton College

Catalogue 1994-95

Hamilton College Catalogue 1994-95

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Hamilton College Calendar, 1994-95

Aug.	23-27	Tuesday-Saturday	New Student Orientation
	27	Saturday	Residence halls open for upperclass students
	29	Monday	Fall semester classes begin, 8 a.m.
Sept.	1	Thursday	Last day to add a course or to exercise the credit/no credit option
	30	Friday	Fall recess begins, 4 p.m.
Oct.	5	Wednesday	Classes resume, 8 a.m.
	7-8	Friday-Saturday	Fallcoming
	14	Friday	Mid-term warnings due
	14-16	Friday-Sunday	Parents Weekend
	21	Friday	Last day to declare leave of absence for spring semester 1995
	21	Friday	Last day to drop a course without penalty
Nov.	7-11	Monday-Friday	Advising for preregistration for spring semester
	14-18	Monday-Friday	Preregistration for spring semester
	22	Tuesday	Thanksgiving recess begins, 4 p.m.
	28	Monday	Classes resume, 8 a.m.
Dec.	9	Friday	Fall semester classes end
	10-12	Saturday-Monday	Reading period
	13-18	Tuesday-Sunday	Final examinations
	19	Monday	Residence halls close, 12 noon
Jan.	14	Saturday	Residence halls open, 9 a.m.
	16	Monday	Spring semester classes begin, 8 a.m.
	20	Friday	Last day to add a course or to exercise the credit/no credit option
Feb.	13-17	Monday-Friday	Sophomores declare concentration
	24	Friday	Last day to declare leave of absence for fall semester 1995
Mar.	3	Friday	Mid-term warnings due
	10	Friday	Spring recess begins, 4 p.m.
	10	Friday	Last day to drop a course without penalty
	11	Saturday	Residence halls close, 12 noon
	25	Saturday	Residence halls open, 9 a.m.
	27	Monday	Classes resume, 8 a.m.
Apr.	3-7	Monday-Friday	Advising for preregistration for fall semester
	10-14	Monday-Friday	Preregistration for fall semester
May	5	Friday	Class and Charter Day. Spring semester classes end
	6-8	Saturday-Monday	Reading period
	9-14	Tuesday-Sunday	Final examinations*
	21	Sunday	Commencement
	22	Monday	Residence Halls close for seniors, 12 noon

** Non-senior students are expected to vacate residence halls 24 hours after their last exam.*

History of the College

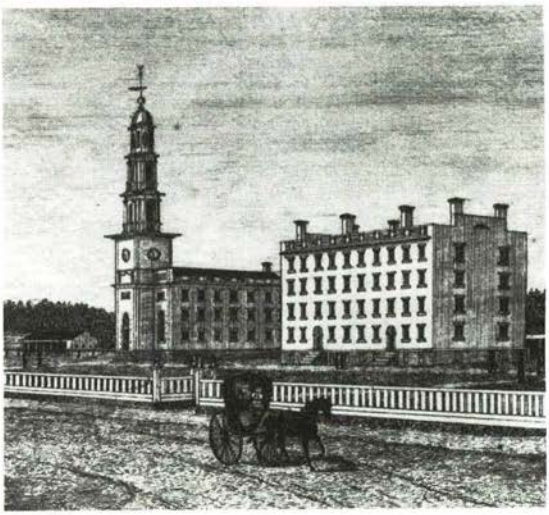
Hamilton College had its beginnings in a plan of education drawn up by Samuel Kirkland, missionary to the Oneida Indians, almost 200 years ago. The heart of the plan was a school for the children of the Oneidas and of the white settlers, who were then streaming into central New York from New England in search of new lands and opportunities in the wake of the American Revolution.

In 1793 the missionary presented his proposal to President George Washington in Philadelphia, who "expressed approbation," and to Secretary of the Treasury Alexander Hamilton, who consented to be a trustee of the new school, to which he also lent his name. The Hamilton-Oneida Academy was chartered soon thereafter. On July 1, 1794, in colorful ceremonies attended by a delegation of Oneida Indians, the cornerstone was laid by Baron von Steuben, Inspector General of the Continental Army and "drillmaster" of Washington's troops during the War for Independence.*

The Academy remained in existence for nearly 20 years. It faltered, almost failed, and never came to serve Samuel Kirkland's original purpose, which was to help the Oneidas adapt to a life in settled communities. In fact, few Oneidas came to attend the school, and its students were primarily the children of local white settlers. Yet the Academy remained the missionary's one enduring accomplishment when, a few years after his death, it was transformed into Hamilton College.

The new institution of higher learning was chartered in 1812. The third college to be established in New York State, it is today among the oldest in the nation. Its history has been both long and eventful. After surviving dire difficulties in its early years, the College began to flourish in the period prior to the Civil War. Throughout the nineteenth century, however, it remained steadfast in its adherence to a traditional classical curriculum. Its students (all male), drawn almost entirely from the small towns and rural areas of upstate New York, were expected to enter well prepared in Greek and Latin. They continued to receive generous instruction in those languages, as well as in philosophy, religion, history, and mathematics, throughout their stay on the Hill. In that respect, Hamilton was not unusual among colleges of the time. However, there was a greater emphasis on "rhetoric and elocution" than at other schools, and public speaking became, and to some extent remains, a Hamilton tradition.

College life in the nineteenth century was rigorous. Students studied by lamp and kept warm by fires fueled with wood that they themselves had gathered. Each morning, they met in Philip Hooker's unique three-story chapel to hear a lesson, usually from the President. Although the requirement of chapel attendance has long since disappeared, this most beautiful of the College's buildings continues to dominate the central quadrangle. The social activities of undergraduates, left mostly to their own



** This historical link with our nation's origins has provided the inspiration for Hamilton's official colors (buff and blue, the colors of the Continental Army uniform), as well as the nickname for its athletic teams (the Continentals).*

ingenuity and direction, led to the early growth of literary societies which sponsored programs of declamation and debate. Social fraternities were first formed on campus during the 1830s, and several continue to exist today. Athletic activities of the informal variety were the rule until the end of the century, when organized intercollegiate sports began to appear.

As the College entered its second century in 1912, Hamilton was preparing itself for the modern era. An ambitious building program under President Melancthon Woolsey Stryker (1892-1917) had given the College facilities that were the envy of peer institutions, and the curriculum had been substantially revised to accommodate modern languages and the sciences.

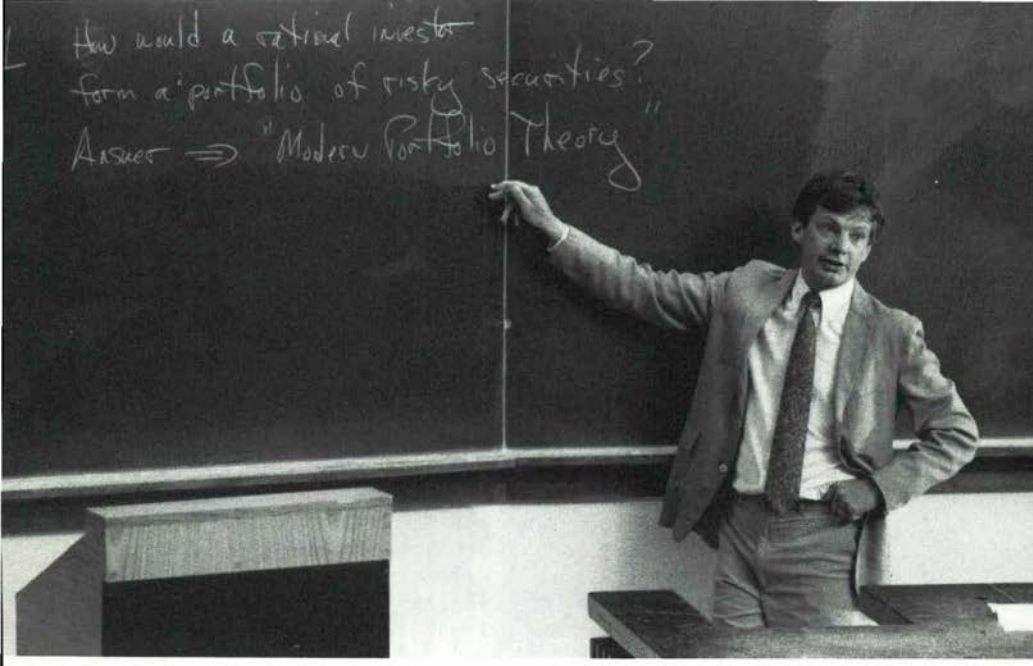
However, it was under President Stryker's successor, Frederick Carlos Ferry (1917-1938), that Hamilton achieved solid academic status among America's leading liberal arts institutions. Actively supported by Elihu Root, the distinguished statesman and Nobel Prize laureate who was Chairman of the Board of Trustees, President Ferry nurtured Hamilton as a place of quality teaching and learning. The work of modernizing the curriculum was continued, and a comprehensive and innovative athletic program giving encouragement to amateur enthusiasm and widespread participation was introduced.

In the aftermath of World War II, the pace of change accelerated. The student body was expanded and, thanks to a large and ever-growing pool of applicants, its quality was enhanced as well. The Faculty also grew in size and stature, and the social sciences became a more vital part of the curriculum through incorporation of course offerings in anthropology, economics and government.

Perhaps the most revolutionary change of all occurred when Hamilton established a sister institution, Kirkland College, in 1968. Even though Hamilton remained a men's school while Kirkland enrolled women only, students cross-registered for courses and they shared certain facilities, such as the new Burke Library. A coeducational atmosphere was thus created on the Hill. In addition, Kirkland offered numerous areas of study that were not then available at Hamilton. When the two colleges were combined in 1978, Hamilton became fully coeducational and its curriculum received enrichment from Kirkland's, particularly in the performing and studio arts and in such fields as comparative literature and sociology.

In recent years the curriculum has been further expanded to incorporate interdisciplinary studies such as Africana, American, Asian, Latin American, and Women's Studies, as well as computer science and a program in public policy. Also, the physical plant has been continuously renovated and expanded, providing students with access to exceptionally modern facilities and equipment for both academic and extracurricular pursuits. Among recent developments are extensive renovations of facilities for the sciences, new language laboratories, an audio-visual center, a reading and writing center, the Emerson Gallery for the exhibition of works of fine art, and the expansion of the Robert E. Jones Computer Center. The latest major projects to be dedicated, the Hans H. Schambach Center for Music and the Performing Arts and the William M. Bristol, Jr. Swimming Pool, were constructed in 1988. Construction on the Walter Beinecke, Jr. Student Activities Village was completed in the summer of 1993.

In 1992 the College that evolved from Samuel Kirkland's plan of education celebrated the 180th anniversary of its charter. Far from the modest frontier school for white and Oneida Indian children that the missionary envisioned, it has become an institution of higher education that draws its students from all areas of our country and even beyond its borders. Although Hamilton remains small by present-day standards and currently has a student body of only 1,650, it provides resources and facilities for a quality education that compare favorably with those offered by undergraduate institutions substantially larger in size. While faithfully maintaining the tradition of liberal learning in a comfortably intimate environment, Hamilton has responded to changing needs and circumstances in preparing its students for a world unimagined by Samuel Kirkland in the days of our nation's infancy.



and Literature, and Rhetoric and Communication). Course credits in this division must be earned in at least two different departments or programs. Furthermore, the Faculty urges all students to develop proficiency in at least one foreign language.

d) **Sciences and Mathematics** (Archaeology, Biology, Chemistry, Computer Science, Geology, Mathematics, Physics, and Psychology). Course credits in this division must be earned in at least two different departments or programs.

3. **Cultural Diversity.** The purpose of this goal is to make students aware of the diversity of the human condition and of assumptions about social relations, power and authority, and world view connected with their own sociocultural heritage. Progress toward this goal must be made by one or more of the following:

   a) studying at the college level in a foreign country having a culture other than one's own;

   b) completing any course in Africana Studies, Asian Studies, Latin American Studies, Russian Studies, or Women's Studies;

   c) completing certain courses, appropriate to this goal, from other departments and programs.

   A course chosen to count toward this goal may also count toward Goal 2. This requirement should be completed by the end of the junior year.

4. **Ethical Issues.** To ensure that students think about ethical choices, about ways of approaching them, and about ways the range of choices may be shaped by society and culture, each student must complete at least one course that addresses such matters. Courses that may be appropriate to this goal are offered by many departments and programs. A course chosen to count toward this goal may also count toward Goal 2. This requirement should be completed by the end of the junior year.

5. **Concentration.** The student must meet the requirements for a concentration.

Students make progress toward meeting these goals through a series of curricular requirements and through educational choices made in the context of a strong faculty advising program. A faculty advisor assigned to each student provides information, advice, and dialogue about choice of courses as the student strives to meet the five goals. For many faculty members and students, this relationship will be as important as any they form. As the primary intellectual guide, the Faculty determines the fundamental structure and the basic requirements in light of the liberal arts tradition and its appropriate adaptation to the contemporary world.

In sum, our mission is to provide an educational experience that emphasizes academic excellence and the development of students as human beings. This experience centers on ready access to an exceptional faculty and can be shaped to meet each individual student's interests and aspirations. A Hamilton education will prepare you to make choices and to accept the responsibilities of citizenship in a democratic world of intellect and diversity. It will be the foundation on which you build a lifetime of personal and professional achievement and satisfaction.

Academic Programs and Services

The College Year

The College's calendar consists of two 14-week semesters. Students will normally elect four full-credit courses each semester to meet the minimum graduation requirement of 32 credits.

Students elect courses from among the offerings of 23 departments and 14 interdisciplinary programs. For qualified upperclass students, the College's Term in Washington and programs in France and Spain provide unusually rich off-campus educational experiences.

Academic Advising

The Hamilton College curriculum affords students a wide range of courses and disciplines within the liberal arts. The College relies heavily on a system of academic advising designed to assist students as they establish their academic goals and in the selection of their courses. Each advisor is a member of the Faculty with a term of service beyond one year. Although students ultimately decide which courses to take, their advisors help them determine the level and sequence of courses appropriate to their needs and guide them in planning a balanced four-year program.

Each first-year student is assigned a faculty advisor who provides guidance during the first and second years. The advisor will help the student plan the fall course schedule during Orientation. At that time, each student also takes a variety of placement and proficiency tests. The results of these tests enable the student and advisor to discuss and agree upon appropriate courses and to initiate development of a balanced academic program.

Preregistration for each semester takes place near the end of the preceding semester. At such times of academic advising, students are encouraged not only to plan for the coming semester but also to look ahead to their entire course of study, with special attention to the educational goals of the College.

In the second semester of the second year, students elect their concentration, after which time advising becomes the responsibility of a faculty member in the student's field of study. Student and advisor continue to work on the student's plans to satisfy the goals of the College, to fulfill the requirements of the concentration, and to prepare for the senior program of the concentration. Certain members of the Faculty offer counsel to students preparing for particular professions and careers.

Hamilton's advising system is distinctive among colleges and universities in its reliance upon the Faculty to do all academic advising. The advisor is more than a casual faculty contact: advisor and advisee are expected to meet frequently and discuss the advisee's academic needs and problems. The performance and course selections of each student are reviewed carefully by the student's advisor, who may also consult with other advisors about his or her advisees' curricula and ways of strengthening them. Students may seek additional advice about their academic programs from the deans in charge of academic advising.

Academic Support Services

The Library—The Library contains more than 495,000 volumes, and the collection is constantly expanding with new acquisitions in response to ever-changing academic interests and curricular needs. The main collection is particularly strong in the areas of history, the social sciences, and the humanities. Students have access to the collections, and study carrels are provided for those preparing term papers or engaged in independent projects. A separate science collection is maintained in the Science Building. There is also a separate Media Library, which houses videos, slides, and films, and a Music Library with music compact discs and tapes. In addition to book collection, the Burke Library regularly receives approximately 1,700 periodicals, together with an increasing amount of materials on microform. Additional material for research purposes is available

through interlibrary loan and document delivery through various online systems. A library network with the online catalog, CD-ROMS, FirstSearch, and access to Internet resources is available.

Among the Library's special collections are the Rare Book Collection, the Ezra Pound Collection, the Beinecke Lesser Antilles Collection, and the Alumni Collection of books written by and about graduates of the College. In addition, an area of the first floor of the Library contains easy chairs and a collection of books selected for leisure-time reading. Seminar rooms for small classes are also located in the Library.

Information Technology Services—Members of the Hamilton community have access to the type of computing resources normally found only at large universities. The mission of ITS is to help faculty, staff, and students to become self-sufficient users of computing hardware and software, the telephone system, and data networking. Public computing facilities are available in four main locations on campus: the Robert E. Jones Computer Center in the basement of the Burke Library, the Nesbitt-Johnston Writing Center, a social science laboratory, and a computer classroom in the Kirner-Johnson Building. These facilities contain over 125 microcomputers, as well as dot matrix and laser printers. Problem-solving and consulting services are provided by the ITS staff through a HelpDesk located in the Computer Center.

Other services provided by ITS staff include operating the College's Rolm voice/data telephone system through which members of the Hamilton community gain access to local and national data networks for electronic communication, access to library catalogues, and the global computer network, Internet; offering short training courses; ordering, installing, and maintaining computer hardware and software; developing automated systems for administrative offices; and organizing, analyzing, and reporting data in support of institutional research. ITS offices are located on the lower level of the Burke Library.

The Arthur Levitt Public Affairs Center. Located in the Kirner-Johnson Building, the Arthur Levitt Public Affairs Center assists faculty members and students in examining public issues. The Center maintains a cluster of six microcomputers to assist students in retrieving information from the Internet, from CD-ROM databases, and from other electronic resources. The Center also brings prominent speakers to campus to speak on public issues, arranges for students to work on projects for state and local governments, and coordinates talks by Hamilton students on public issues at high schools. The services of the Center are open to students in all concentrations.

Nesbitt-Johnston Writing Center—Designed to support writing in courses throughout the curriculum, the Writing Center offers individual writing conferences with peer tutors for students who wish to discuss any writing, at any stage of its development, whether or not it is part of a course. Writing conferences are sometimes incorporated into the requirements of writing-intensive courses, but many students also request conferences on their own. In addition, the Writing Center, located in the Kirner-Johnson Building, offers faculty consultation, word processing facilities, and a resource library on writing in different disciplines.

Quantitative Literacy Center—Located in Christian A. Johnson Hall, the Quantitative Literacy Center was established to offer peer tutoring in any introductory-level course that has a mathematics component. The Center is staffed by students majoring in Chemistry, Economics, Geology, Mathematics, and Psychology. Students may drop in to review mathematics topics as needed, or to use the resources of the computer and video library. Other programs offered by the Center include a review for the mathematics portion of the Graduate Record Exam and workshops designed to accompany specific courses.

Study Skills Center—The Study Skills Center, located in Courtyard North, offers tutoring and academic skills assistance to all students on the basis of referral. The Center

has a small textbook library and computer software for use with the MacIntosh computer. The services of the Center are provided under the supervision of the Higher Education Opportunity Program.

Concentration

Among the requirements for graduation is the successful completion of a concentration (major) offered by the several departments and programs of instruction.

The number of courses comprising a concentration normally ranges from eight to 10, depending upon the department or program. Specific descriptions of each concentration appear in the entries under Courses of Instruction. Every student is required to complete a senior program as defined by his or her concentration. For more information, see the sections entitled "Concentration" (under Academic Regulations) and "Senior Program," below.

The specific disciplines and programs in which a student may concentrate are Africana Studies, American Studies, Anthropology (Cultural Anthropology or Archaeology), Art (History of Art or Studio Art), Asian Studies, Biochemistry/Molecular Biology, Biology, Chemistry, Classics, Communication Studies, Comparative Literature, Computer Science, Creative Writing, Dance, Economics, English, Foreign Languages, French, Geology, German, Government, History, Mathematics, Music, Philosophy, Physics, Psychobiology, Psychology, Public Policy, Religious Studies, Russian Studies, Sociology, Spanish, Theatre, Women's Studies, and World Politics.

Minors

The specific disciplines and programs in which a student may minor are Africana Studies, Anthropology, Art (History of Art or Studio Art), Astronomy, Biology, Chemistry, Classics, Communication Studies, Comparative Literature, Computer Science, Creative Writing, Dance, Economics, English, Environmental Studies, French, Geology, German, Government, History, Latin American Studies, Mathematics, Medieval/Renaissance Studies, Music, Philosophy, Physics, Psychology, Public Policy, Religious Studies, Russian Studies, Sociology, Spanish, Theatre, and Women's Studies. Specific descriptions of each minor appear in the entries under Courses of Instruction.

Senior Program

All students are required to complete the Senior Program in their concentrations. Each department and program of concentration has designed a senior program that serves as an integrating and culminating experience for the concentration by requiring students to use the methodology and knowledge gained in their first three years of study. Building on their courses, and showing their increasing ability to work independently in terms of both motivation and subject matter, seniors are required to produce a significant synthesis of knowledge by means of one of the following: a research project leading to a written, aural, or visual creation; a seminar for concentrators, including a major presentation and research paper by each student; or comprehensive examinations ideally involving both written and oral components. This requirement allows seniors to demonstrate at an appropriate level their mastery of content and the methods of the discipline and their continuing development of the essential arts of educated men and women.

Senior Fellowship Program

Each spring the Dean of the Faculty designates up to seven academically outstanding members of the junior class as Senior Fellows. Students in the junior year may become candidates by submitting a proposal for a senior year of independent study. The proposal usually grows out of earlier independent study courses and is framed in consultation with two faculty advisors of the student's choice. Senior Fellows are exempt from taking a normal course load in the conventional curriculum and they need not complete concentration requirements; they may take such courses as are appropriate to their fellowship projects and their educational goals. A written thesis is required at the close of the fellowship year, along with a public lecture to the College community. Evaluation is made by the advisors and an examination committee.

Hamilton College Junior Year in France and Academic Year in Spain

The Hamilton College programs in France and Spain are distinguished for the thoroughness with which they immerse students in the language, history, and culture of those countries.

Enrollment in the Junior Year in France Program is open to students whose preparation in French is sufficient to enable them to profit from courses in the humanities, fine arts, and social sciences taught in French. To be admitted, students must demonstrate a strong academic record and an adequate knowledge of French. The program, directed in France by a member of the Romance Languages Department, begins with a session in Biarritz in September and October. The balance of the academic year is spent in Paris.

In collaboration with the faculties of Williams and Swarthmore Colleges, Hamilton also sponsors a program in Madrid, the Academic Year in Spain. The program is open to sophomores, juniors, and seniors who wish to pursue studies in Spanish language, literature, and civilization. To be admitted, students must demonstrate a strong academic record and an adequate knowledge of Spanish. Hamilton is the primary organizer and sponsor of the program, while directorship rotates among members of the faculties of the three collaborating colleges. Students may be admitted for one term, but they are encouraged to spend one full academic year in Spain. Each term begins with a 10-day orientation program in a coastal village of Spain (Comillas in the fall and Nerja in the spring).

Students who may intend to apply to either of the programs should pursue study in the relevant language and consult with a member of the Department of Romance Languages. For further information on the programs, see "Romance Languages and Literature" under Courses of Instruction. Application materials are available through the Programs Abroad office.

Hamilton College Term in Washington Program

Each year Hamilton offers a one-semester program in Washington, DC, for qualified juniors and seniors. The program is directed by a resident member of the Government Department. It consists of internships in the legislative and executive branches of the federal government that are integrated with coursework involving research and writing. The term is designed for students who have demonstrated ability to work on their own initiative, and who have particular interest in the problems of government and public affairs. The program is not restricted to those concentrating in Government, and it is open to selected students from other colleges.

A Hamilton student who participates in the Term in Washington Program will be appointed to the Dean's List for that semester if that student earns a grade point average of 90 or higher in the three conventionally graded courses in the program and completes the required internship with work evaluated as "excellent" by the director of the program.

Study at Neighboring Institutions

With appropriate approval (see "Transfer of Credit" under Academic Regulations), a Hamilton student may take coursework toward the baccalaureate degree at neighboring institutions during the fall and spring semesters. In recent years students have enrolled in courses at Colgate University and Utica College of Syracuse University. Usually one course is taken at a neighboring institution while the rest of the student's work is done at Hamilton.

Cooperative Programs

Hamilton has established cooperative arrangements with several other institutions to expand the educational opportunities open to students. Several instances are described below. Students enrolled in cooperative programs with other colleges and universities receive a Hamilton degree only upon demonstrating to the department in which they concentrate that they have fulfilled concentration requirements and have striven to

satisfy the goals of the College. If the concentration requirements have not been met by the end of the junior year, they may, with the approval of the department, be completed at the cooperative institution.

Assurance of Admission: Master of Arts in Teaching—As a result of an agreement with Union College, well qualified Hamilton students are afforded the opportunity of gaining assurance of admission to Union College's Master of Arts in Teaching Program. The M.A.T. degree will normally require two summers and one academic year in residence at Union College, and carries with it secondary school teaching certification. Students interested in pursuing this option should contact Professor Timothy Kelly in the Department of Mathematics, preferably no later than the fall semester of their junior year.

Cooperative Engineering Program—Liberal arts-engineering (3-2) plans are in effect with Columbia University, Rensselaer Polytechnic Institute, and Washington University of St. Louis, whereby the student spends three years at Hamilton and then two years at the cooperating engineering school. At the end of this period, the student earns an A.B. from Hamilton and a B.S. from the engineering school. Admission to these programs in chemical, civil, electrical, and mechanical engineering (as well as many others) is based on the positive recommendation of the Department of Physics. Various 4-2 plans lead to different degree options. For details, consult with the engineering advisor, Professor J.W. Ring, in the Department of Physics.

Cooperative Law Program—The Hamilton cooperative law program permits highly qualified students to enter the Columbia University School of Law after completion of their junior year. The program in Accelerated Interdisciplinary Legal Education (AILE) permits these students to earn both the Hamilton baccalaureate degree and the Columbia *juris doctor* degree after three years of study at each institution. Interested students should consult with Professor Robert Simon in the Department of Philosophy.

Cooperative Public Policy Program—Hamilton cooperates with the University of Rochester in a trial program which will enable students to receive in five years the A.B. degree from Hamilton and a Master of Science degree from the University of Rochester in public policy analysis. Students interested in this option should consult with Professor Paul Gary Wyckoff in the Department of Government.

Early Assurance Program in Medicine—This cooperative effort by a small group of Northeastern liberal arts colleges and medical schools provides an opportunity for selected students, at the end of their sophomore year, to gain assurance of a place in medical school upon graduation from Hamilton. It is intended for students who are confident of their career choice and who have completed two of the four science courses required for admission to medical school. In addition, applicants must propose, for the third and fourth years of college, a plan of study that would not be possible if they were to follow the usual pathway in which the timing of additional science courses and admission test and interview requirements limit the options for exploring broader liberal arts educational opportunities. Although this program may reduce the academic pressures that premedical students often experience, its major purpose is to provide greater choices for personal development. More detailed information can be obtained from Professor Robin Kinnel in the Department of Chemistry.

Study Away from Hamilton

Each year approximately 150 Hamilton students study abroad, either with the College's programs in France and Spain or with other approved foreign study programs. Hamilton has special relationships with a number of these programs, such as those listed below. Students who think they may wish to study abroad, usually during the junior year, should consider early in their college careers, and in consultation with their advisors, how such study will fit into their academic planning. They should also be developing the self-reliant habits of study and a level of academic achievement that

will qualify them for study abroad and enable them to perform successfully in unfamiliar conditions. Students who plan to study in a non-English-speaking country are advised to develop their proficiency in the language of that country.

It is also possible to study for a semester or more at other colleges and universities in the United States. Interested students should consult the procedures outlined in the sections on "Transfer of Credit" and "Leaves of Absence" under Academic Regulations, and should confer with the Associate Dean of Students well in advance of the semester or semesters during which they hope to study at any off-campus institution, either in the United States or abroad.

U.S.A.-Russia Academic and Cultural Exchange Program—Hamilton is a participating member of the American Collegiate Consortium for East-West Cultural and Academic Exchange. This is the first official year-long exchange program for undergraduates of the United States and the former Soviet Union, now the Commonwealth of Independent States. Hamilton hosts Russian students each academic year and also sends its students to Russia and other CIS nations for study. In 1994-95 Hamilton students will be enrolled in universities in Krasnodar (Russia) and Irkutsk (Siberia). This program is aimed at students majoring in any discipline who have an intermediate to advanced level of competence in Russian. For additional information, contact Professor John Bartle, Hamilton representative to the Consortium.

Classical Studies in Greece and Rome—Hamilton is an institutional member of the Intercollegiate Center for Classical Studies in Rome, Italy (the Centro), through the Empire State Consortium, and of the American School for Classical Studies in Athens, Greece.

The Intercollegiate Center for Classical Studies in Rome is open to students who have been trained in Latin or Greek. The program lasts for one semester and is offered during the fall and the spring. The Center provides an opportunity to study Greek and Latin literature, ancient history and archaeology, and ancient art in Rome itself. The Stanford Overseas Study Office administers the Center, and the faculty is chosen from among college and university teachers in the United States and Canada. The language of instruction is English.

The American School of Classical Studies in Athens operates summer programs that are open to undergraduates, graduate students, and high school and college teachers. There are two six-week summer sessions that focus on the topography and antiquities of Greece. Scholarships are available. Students interested in the programs in Greece or Rome should contact Professor Shelley Haley in the Department of Classics.

The Swedish Program at Stockholm University—Hamilton is one of 12 American colleges and universities sponsoring a program that enables students to enroll directly in Stockholm University and take courses in English with Swedish and other international students. Course offerings are diverse. Living arrangements are with host families or in the university dormitory. Participation is either for one semester or for the full academic year. For additional information, contact the Associate Dean of Students.

Academic Regulations

Baccalaureate Requirements

To qualify for the baccalaureate degree, a student must meet the degree requirements established by the Faculty for the class in which he or she has matriculated.

Course Units—The number of full-credit courses (or the equivalent) required for graduation is 32. They must be completed with passing grades; a grade of C- or higher must be achieved in at least one-half of the courses taken at Hamilton. No more than 15 course credits in a single department earned after entering the College, including transferred credits, may be counted toward the courses required for graduation. Each unit of credit is equivalent to four semester hours.

Residence—A student must complete at least one-half of the courses required for graduation while in residence at Hamilton and be in residence for the final semester of study. Residence means enrollment in programs conducted by the College, on or off campus.

Time for Completion of the Degree—The normal pattern for earning the baccalaureate degree is four consecutive years of study. The requirements must be completed within seven calendar years from the date of matriculation.

Goals and Distribution Requirements—A student must meet the five goals of the College, which include certain distribution requirements. For additional information, see College Purposes and Goals.

Concentration—A student must complete the requirements for a regular concentration, a double concentration, or an interdisciplinary concentration with a cumulative average of at least 72 in all courses taken at Hamilton that are approved for the concentration. Seniors must take at least one course each semester in their concentrations unless granted an exemption by the departmental or program Chair and the Committee on Academic Standing. All students must complete the Senior Program in their concentrations.

Each student elects a concentration in the second semester of the sophomore year. For each student the requirements for the concentration elected are those specified in the edition of the Catalogue published for that student's sophomore year.

Regular Concentration—Students declare their concentrations in the spring of their second year, before preregistration for fall semester courses. By the end of the second year, a student must have completed at least two courses in the department or program of concentration, and must have received a cumulative average of 72 or higher for all work taken in that department or program. The concentration is listed on the official transcript. A student may change from one concentration to another only with the approval of the departments or programs involved and the Committee on Academic Standing.

Double Concentration—While students normally declare a single concentration, it is possible for a student to complete and gain recognition for concentrations in two departments or programs, provided that approval to elect a double concentration is granted by the departmental or program Chairs involved and by the Committee on Academic Standing. Approval to elect and declare a double concentration is granted only when the student makes a compelling case in writing to those whose approval is necessary. They will take into consideration the amount of progress the student has made toward meeting the first four of the College's academic goals (see College Purposes and Goals), the extent to which this combination of concentrations allows curricular distribution, the total number of courses required to complete both con-

centrations, and the student's ability to fulfill the Senior Programs of both concentrations. A student may not count a course as part of the concentration requirements in more than one department or program. When approved, both concentrations are listed on the official transcript. Those who have been granted permission for a double concentration may drop one of them at any time by informing the appropriate departmental Chair and the Registrar.

Interdisciplinary Concentration—A student may design and declare an interdisciplinary concentration involving two or more departments. After consulting with and gaining approval from the appropriate departmental Chairs, the student must submit the proposed interdisciplinary concentration in writing for approval by the Committee on Academic Standing, which will evaluate the proposal according to standards similar to those for the double concentration. The student must have a cumulative average of at least 72 in all courses approved for the concentration. The student must specify a Senior Program that meets the approval of the committee.

Regular Concentration with Option of a Minor—A student with a concentration in a single department or program may declare a minor in any other department or program that offers a minor, or in an interdisciplinary minor program previously approved by the Committee on Academic Policy. Students declaring a minor must consult with and gain the written approval of the appropriate departmental or program Chair. Declaration of a minor in the same department or program as the student's concentration requires approval of the Committee on Academic Standing. To enter a minor, a student must have completed at least one course in the discipline and must have earned a cumulative average of at least 72 in all courses counting toward the minor. This average must be maintained if the minor is to be listed along with the concentration on the official transcript. A minor consists of five courses as approved by the department, program, or committee under which the work is undertaken. A student may not count a course as part of both the concentration and the minor. A student may not declare a minor after the add period of the second semester of the senior year.

Senior Program—All students must complete a Senior Program in their concentrations. For additional information, see Academic Programs and Services.

Standards for Written Work—The College requires satisfactory standards of correctness in all written work. Students are encouraged to take writing-intensive courses, which are offered by most departments and programs of the College. Writing-intensive courses include any so designated by the Committee on Academic Policy. The description of each course indicates whether it is writing-intensive. For a list of all such courses, see "Writing Program" under Courses of Instruction.

The Writing Program requires that every student pass at least three writing-intensive courses, each taken in a different semester. At least one of the courses must be taken in the first year. At least one course must be outside the student's area of concentration. Writing-intensive courses in Mathematics or courses in which assignments are written in a language other than English may total no more than one of the three required courses. This requirement should be completed by the end of the junior year.

Any member of the Faculty may inform the Director of the Writing Center that a student has not met the required standards in the written work of a course, even if the student receives a passing grade in that course. The student must then meet with the Director or his or her designee to determine what remedial work the student should undertake.

Moreover, any member of the Faculty may require that a student receive remedial instruction in writing from the Director of the Writing Center, or his or her designee, as a condition for completing that instructor's course.

English as a Second Language—Hamilton is in the process of developing a formal program in English as a Second Language for its matriculated students. During the

academic year 1994-95, the College will offer a fall semester course in writing for students whose first or native language is not Standard English. Any student seeking further experience and training in the use of Standard English may elect to take the course. Work in the course is graded, and regular academic credit toward graduation is given for it. In addition, the course satisfies the College-wide requirement of one writing-intensive course during the first year. Further, student tutors with training in English as a Second Language will be available to assist students with work in all of their courses, including the regular English as a Second Language course, throughout the academic year. (See also "English as a Second Language" under Courses of Instruction.)

Standards for Oral Work—The College requires minimum standards of effectiveness in all prepared oral presentations. Any member of the Faculty may inform the Associate Dean of Students (Academic) that a student has not met the College's standards for oral presentation in a course, even if the student receives a passing grade in the course. A student who accumulates two or more such warnings must take remedial work in a tutorial program offered by the Department of Rhetoric and Communication or meet the requirement by such other means as the Department may approve. Such a student may not be graduated from the College until the Committee on Academic Standing has determined that the student meets the College's standards for effectiveness in speaking.

Standards for Quantitative Work—All entering students are required to take a diagnostic examination in quantitative skills during Orientation. Advisors will discuss deficiencies with students and recommend ways to improve those skills. Instructors may require a minimum score on the examination as a prerequisite for their courses.

Physical Education Requirement—Every student must participate in the program of instruction offered by the Physical Education Department. Each student is required to pass tests in swimming and physical fitness, and to demonstrate proficiency in three of the following sports or to meet an equivalent standard, subject to departmental approval. Instruction is available in advanced conditioning, advanced fitness, aerobics, aquatic instructor certification, badminton, beginning swimming, bicycling, golf, jogging/fitness, lifeguard training, nautilus, platform tennis, racquetball, skating, squash, tennis, and volleyball. Once students have passed the test or tests for the activity, they are excused from further attendance in that sport. In most instances the requirements are met in the first year; all students must complete the physical education requirement no later than the end of the sophomore year.

Transfer students should register for a physical education course upon matriculation and consult with the departmental Chair about completion of the requirement. Prior instruction may be applicable to Hamilton requirements.

Conferral of Degrees—All qualified students receive the degree of Bachelor of Arts, which is conferred once a year at the graduation ceremony. The degrees are conferred only upon students who have completed all the baccalaureate requirements described above, who have no outstanding bills at the College, and who are present to receive their diplomas (unless they have requested and received authorization from the Committee on Academic Standing for conferral *in absentia).*

Honor Code

Matriculation at Hamilton is contingent upon a student's written acceptance of the Honor Code regulations. The Code covers all coursework and course examinations at Hamilton College during a student's college career. Complaints alleging violations of the Honor Code shall be submitted in writing by instructors or students to the Chair of the Honor Court or to the Associate Dean of Students (Academic).

Independent Study

After the first semester of the first year, a student may engage in independent study during the school year in place of a regular course. The student's independent study proposal must receive the approval of the faculty supervisor, the appropriate depart-

mental Chair, the student's faculty advisor, and the Committee on Academic Standing. Normally, arrangements are completed in the semester preceding that of the independent study; late petitions may be denied. Independent study requires discipline and responsibility, and therefore the Faculty takes into account the maturity of the student and the level of his or her knowledge and academic background when it considers proposals for independent study. A student normally will not engage in more than one independent study in any one semester, and may not engage in more than two independent studies in any one semester.

Independent study may take many forms, but normally it consists of the study of material unavailable in the formal College curriculum, of laboratory or field research, or of the creation of some body of work in the creative arts, such as poetry, fiction, musical composition, or visual arts.

In exceptional circumstances an off-campus independent study may require evaluation by the off-campus supervisor rather than by the Hamilton faculty supervisor. In such cases the Committee on Academic Standing expects that the study will be graded on a credit/no credit basis. Hamilton credit for such studies will be awarded only after a Hamilton faculty member has evaluated and approved the completed project.

Internships

The College recognizes that an internship or an apprenticeship experience can be a valuable supplement to a student's academic program. Students beyond the first year (eight courses) who are in good standing are eligible to engage in such internships and apprenticeships. Although academic credit is not awarded for such activities, a student may obtain from the project supervisor a letter of evaluation. The Office of the Dean of Students will place the letter in the student's permanent file. Under the direction of a regular member of the Faculty, and with the approval of the Committee on Academic Standing, students pursuing off-campus internships and apprenticeships approved by the College may at the same time be enrolled for independent study credits according to the general policies that govern independent study at the College.

Independent Coverage of Coursework

Under certain circumstances, a student may cover a course independently and receive credit on the basis of demonstrated proficiency. The course covered in this manner must be one that is normally offered in a regular semester. Such study is ordinarily undertaken during the summer recess and permits the student to move rapidly into advanced courses for which there are prerequisites, or to make up a course failed during a preceding semester.

A student wishing to cover a course independently must obtain the approval of a faculty supervisor, the appropriate departmental Chair, the faculty advisor, and the Committee on Academic Standing. The fee for independent coverage is $500, except when it is undertaken during a semester in which the student is enrolled full-time; in that case, the independent coverage counts as one of the 37 courses available to the student through the payment of regular tuition.

Course Election

Both Hamilton's commitment to excellence and its need to operate within its resources have implications for course enrollment policy. Except for independent studies and courses with limited enrollments, a student shall be free to elect, during the calendar periods for registration, any course for which the prerequisites have been met. However, a senior who desires to elect a 100-level course must first obtain the permission of the Chair of the department that offers the course.

Full-time students normally elect courses equal to four credits during both the fall and spring semesters. During each of these semesters, students may carry no more than five, and no fewer than three, full-credit courses. Any exception must be approved by the Committee on Academic Standing (see also "Overelection Fee" under Tuition and Fees).

Part-time study at Hamilton is available only to special students and to those participating in the Hamilton Horizons Program (see Admission).

Course Changes for Fall and Spring Semesters

A student may change (add or drop) courses during the first four calendar days of the fall and spring semesters after consultation with the advisor. An add/drop form must be completed and returned to the Registrar's Office within the four-day period.

After the first four calendar days of either semester, a student who is taking four or more courses may drop a course *up to one week after mid-term*, provided he or she has the approval of the advisor and of the instructor of the course. The dropped course counts as one of the 37 courses that a student can elect without extra charge (see "Overelection Fee").

After the drop deadline, a student may drop a course without the penalty of failure *only* if approval to do so is granted by the Committee on Academic Standing. Only extraordinary circumstances warrant the Committee's approval of such a request.

Grades

A student's academic performance is graded by the instructor at the close of the semester with one of 14 grades. Each of these grades is used to determine a student's average and class standing, according to the table below. The lowest passing mark is D –.

The letter grades with their numerical equivalents are shown below:

Excellent	= A + (98)	A (95)	A – (92)
Good	= B + (88)	B (85)	B – (82)
Satisfactory	= C + (78)	C (75)	C – (72)
Poor	= D + (68)	D (65)	D – (62)
Failure	= F (55)		
Serious Failure	= FF (40)		

After the end of the semester, reports of final grades are sent by the Registrar to the student, the advisor, and the parents or guardians of students who are claimed as dependents for income tax purposes. The Registrar may not send grade reports to anyone else without a written release from the student.

Evaluation of performance in a course is represented by a single grade which combines grades for work in the course and for the final examination in a ratio determined by the instructor. When a student elects to take a course on a credit/no credit basis, standing in the course is represented by the notation of Cr, NC, F, or FF (see "Credit/No Credit Option"). When an independent study or an appropriately designated course is carried for two semesters, the grade reported at the end of the first semester is tentative. The grade assigned by the instructor at the end of the second semester becomes the final mark for both semesters.

Failure in a Course—Students who fail a course may repeat that course; if the failed course is repeated, however, both grades will be included in the cumulative average. A failed course may not be counted toward the course credits required for graduation, but it is counted toward the 37 courses that a student may elect without extra charge.

After the drop period, and following a warning to the student, an instructor may request the Committee on Academic Standing to remove from the course a student who is willfully and consistently neglectful of assigned work or other course obligations. If the Committee concurs, a grade of F will be entered on the student's record.

Grades of Incomplete and Grade Changes—Any grade of incomplete reported by an instructor must first be approved by the Committee on Academic Standing. Such approval is given rarely and only in circumstances beyond a student's control, such as medical or family emergency. Approval permits the student to complete the required work for the course no later than six weeks from the end of the semester for which the grade of incomplete was assigned. If all remaining work is not submitted by the deadline specified when the incomplete is granted, the grade will automatically be changed to F.

An instructor may not change a grade, other than the removal of an incomplete within the deadline, without the approval of the Chair of the Committee on Academic Standing.

Credit/No Credit Option—To encourage greater breadth in course election, the Faculty has adopted a rule that allows a student to elect four courses over the four-year period on a credit/no credit option. No more than one such option may be exercised in any given semester. Graduate and professional schools generally look with disfavor on the use of this option in coursework considered crucial to the graduate field.

The credit/no credit option is subject to the following rules:

1. No first-year student is permitted to use the credit/no credit option in the first semester.
2. Unless the instructor asks, he or she will not be informed which students are taking a course on the credit/no credit option.
3. The student must inform the Registrar of his or her intention to use the credit/no credit option no later than the first four calendar days of the fall and spring semesters.
4. No junior or senior may exercise the credit/no credit option in the department of concentration or minor.
5. To qualify for a credit (Cr), a student must earn a C – or better. The grade will not enter into the computation of the overall average.
6. If a student earns a grade in the D range, then the transcript will show the designation NC. The grade will not enter into the computation of the overall average.
7. If a student earns a failing grade, then the transcript will show an F or FF and the grade will enter into the computation of the overall average.

In certain courses designated by the Faculty, students may be evaluated "satisfactory" or "unsatisfactory." The catalogue description of the course will include the notation "Evaluated Satisfactory/Unsatisfactory," which will apply to all students registered for the course, and the recorded evaluation (S or U) will under no circumstances be convertible to a conventional grade.

Under this option, full-credit courses that are evaluated satisfactory/unsatisfactory may be counted, but may not be required, for the concentration or minor, and they may not be elected by students in their first semester at Hamilton. The combined number of full-credit satisfactory/unsatisfactory and credit/no credit courses that an undergraduate may elect is limited to four.

Academic Average

Based on grades submitted by instructors, a numerical academic average is determined for each student for the semester and cumulatively for all work taken at Hamilton. A student is assigned a specific ranking in the class, which appears on the permanent record. This information is available to the student and to those parties authorized by the student to receive it. Grades in courses accepted for transferred credit are excluded from the student's average.

Grades earned in courses taken by independent coverage are included in the cumulative average. Grades for the Hamilton Junior Year in France Program, the Academic Year in Spain Program, and the Hamilton Term in Washington are included in the cumulative average.

Class Attendance

Every student is expected to attend class regularly. A student who must be absent because of medical or family emergency should notify the Office of the Dean of Students and, when possible, his or her instructors. Absence for any reason does not remove the student's responsibility for learning the material covered during the absence, for turning in assignments, for obtaining materials distributed in class, and for knowledge of the next assignment. Instructors may drop students from a limited-enrollment course if they are absent from the first class meeting.

When an instructor believes that lack of attendance is proving injurious to a student's academic performance, the instructor may warn the student or ask the Committee on Academic Standing to do so. The Committee may drop from the course a student who fails to heed such a notice. If the Committee drops the student from the course, a grade of F will be recorded.

Excuse of Illness—The College's policy is to grant such excuses only for the period of time that the student is confined to bed upon the order of a College physician or nurse. Should a faculty member require official confirmation of such illness, the Office of the Dean of Students will provide it after consultation with the Health Center.

Papers and Examinations—Hour examinations normally shall not be given during the last two weeks of the semester. In-class final examinations shall not be given before the beginning of the final examination period; out-of-class final examinations shall not be due prior to the beginning of the final examination period.

The final examination period consists of six days, with two scheduled examination sessions per day. If a student is scheduled to take more than one examination in a single session, the student should ask an instructor to reschedule his or her final examination. If the rescheduling presents a problem for the student or the instructor, the student should consult with the Office of the Dean of Students. Other reasons for rescheduling will be evaluated by the instructor, who must approve the time change.

Academic Standing

The Faculty assumes that every student admitted to Hamilton will be able to qualify for graduation. However, the opportunity to continue at Hamilton is a privilege that a student must earn by academic achievement. A student separated from the College for academic deficiency (see below) is not in good academic standing. A student on academic probation (see below) is not in good academic standing but remains eligible for financial aid.

Hamilton College reserves the right, at any time, to suspend for any period or to separate from the College any student whose academic performance or personal conduct on or off the College campus is, in the sole judgment of the College, unsatisfactory or detrimental to the best interests of the College. Neither the College, nor any of its trustees, officers, faculty, or administrative staff shall be subject to any liability whatsoever on account of such suspension or separation. A student who is separated or suspended from the College, or who withdraws, is required to leave campus within 48 hours, unless permission to remain longer is granted by the Dean of Students.

Mid-Term Warnings—At mid-term in the fall and the spring, instructors may submit written reports for all students whose standing in a course is unsatisfactory (borderline or failing). Students and their advisors receive copies of these mid-term warnings. A student who receives two or more such warnings in the same semester must consult with the Associate Dean of Students (Academic).

Class Status—The Registrar's Office determines class status by the number of courses a student has completed satisfactorily.

Academic Probation—The Committee on Academic Standing will place on academic probation for the succeeding semester of attendance a student whose substandard achievement is reflected in the semester's final grades in any of the following ways:

1) failure in a full-credit course in each of two consecutive semesters;
2) failure to earn grades of C− or higher in courses totaling at least two units;
3) failure to maintain a cumulative average of 72 or higher in those grades earned since accumulating 16 credits (including AP, transfer, and HEOP credits);
4) failure in any course (whether for full or partial credit) by a student on probation.

A student who is on academic probation is ineligible for study abroad. The Committee on Academic Standing may also prevent or limit participation by students on academic probation in prize competitions, intercollegiate athletics, and other extracurricular activities, including the holding of offices in chartered undergraduate organizations.

If a senior's academic record during the final semester at Hamilton would have resulted in probation, the senior's degree may be withheld upon the recommendation of the Committee on Academic Standing.

Suspension from the College for Academic Deficiency—The Committee on Academic Standing will normally suspend from the College for a period of one year a student who has:

1) failed two or more full-credit courses during a semester; or
2) accumulated failures in a total of five courses; or
3) incurred a third academic probation.

A student suspended for academic deficiency will be notified in writing of the Committee's decision, the reasons for the suspension, the length of the suspension, and the conditions under which he or she will be considered by the Committee for readmission to the College.

A student readmitted from a suspension for academic deficiency will be placed on academic probation for the semester immediately following readmission.

Expulsion from the College for Academic Deficiency—The Committee on Academic Standing will normally expel from the College:

1) any student who is readmitted from an academic suspension and whose record subsequent to readmission makes him or her subject to probation or to another suspension;
2) a senior who has failed to maintain a cumulative average of 72 in all courses taken at Hamilton as part of the concentration.

Expulsion is permanent dismissal from the College. A student who is expelled may not be readmitted and will have no further opportunity to qualify for a degree from Hamilton College.

Permanent Record—A student who is suspended or expelled from the College as a consequence of an action taken by the Committee on Academic Standing (academic failure), the Judicial Board (social infractions), or the Honor Court (academic fraud) will have recorded on his or her permanent transcript a note explaining the reason or reasons for the suspension or expulsion as follows: "separated from the College on (date) _____ for the reason of _____."

Transfer of Credit to Hamilton for Study Away

With faculty approval, qualified students may spend one to three semesters of study in an approved program overseas or at another American institution, or may receive credit for part-time study while on personal leave or during summers. The College tries to be responsive to the needs of students seeking diverse educational settings or courses not offered at Hamilton. At the same time, transfer credit can have a significant effect on the meaning and value of the Hamilton degree and thus must represent work that meets Hamilton's standards. *The College considers the opportunity to earn transfer credit a privilege, rather than a right, and evaluates carefully the merits of all transfer credit petitions.*

Every student intending to study away from Hamilton should prepare in advance by taking the appropriate foundation courses. Consultation with the appropriate departmental Chairs and the Associate Dean of Students early in the sophomore year is strongly advised.

The conditions for transfer credit are as follows:

1. Students planning study away from Hamilton must register their intentions with the Dean's Office by March 1 for the following fall semester or by November 1 for the spring semester. They must complete the transfer credit petition and receive the approval of their advisor and the appropriate departmental Chairs before they begin the course of study away from Hamilton. Students who change their programs after leaving campus may seek approval of substitute courses upon their return, but should discuss substitutions in their programs with the Associate Dean of Students (Academic) by mail or telephone.
2. Courses must be taken at an accredited institution and must be considered by Hamilton to be in the liberal arts. Students are encouraged to study at four-year

institutions. Students who have completed their second year at Hamilton may present for transferred credit only courses taken at a four-year institution.

3. Each course must be approved by the Chair of the Hamilton department or program that would offer the course at the College. To obtain approval, students must provide a copy of the catalogue description of each course. If a course is not clearly within the purview of a Hamilton department or program, the Committee on Academic Standing will determine its acceptability. The appropriate Chair should indicate if a course will apply toward a student's concentration or minor.
4. Correspondence courses are not acceptable for transfer credit. Courses that are taught either only to high school students or at a high school, even if they are college-level courses offered by a university-approved instructor or visiting professor, are not acceptable for transfer credit.
5. Grades must be the equivalent of C or higher.
6. Students who carry out independent studies as part of an off-campus program must submit a separate form indicating that a Hamilton faculty member has evaluated and approved the completed project.
7. Transfer credits may account for no more than one-half of the total graduation credits. *No more than two course credits will be granted for study during a summer.*
8. Seniors must take their final semester at Hamilton College. Matriculated students may spend no more than three semesters studying away from Hamilton.
9. The Committee on Academic Standing grants final approval of all transfer credit petitions. Any requests for exceptions to the above conditions must be submitted to the Committee.

Transfer credit, including summer school and advanced placement credit, is counted toward the courses required for a degree. Such credit is entered on the transcript with the grade assigned by the awarding institution; the grade, however, is not included in the student's average and, therefore, does not affect class rank, which is determined solely on the basis of grades awarded for courses taken in Hamilton programs.

Foreign students who enter Hamilton as first-year students and desire transfer credit for work done at a foreign college or university should consult with the Associate Dean of Students (Academic) during their first year.

Study in a Foreign Country

1. Students planning to study in a foreign country must follow and complete the procedures specified above for off-campus study and transfer credit. (These provisions do not apply to the Hamilton programs in France, Spain, or Washington, DC. See the appropriate departments for the relevant information.)
2. All students planning to study away must discuss their plans with the Associate Dean of Students in charge of off-campus study well before February 25, for the fall semester, or October 29, for the spring semester. Only students in good academic and good social standing at the College may receive an approved leave of absence for foreign study.
3. As in the case of other off-campus programs, final approval of foreign study programs and transfer of foreign study credit is granted by the Committee on Academic Standing.

Upon returning to Hamilton, the student must have an official transcript sent to the Office of the Registrar documenting completion of the approved program. No credit will be approved for courses taken credit/no credit. Students must receive letter grades or equivalents from off-campus programs.

Evaluation of Credit for Transfer Students

Transcripts of college work to date will be reviewed by the Registrar, in consultation with the Committee on Academic Standing, to determine the courses that will be accepted for transfer. (See the preceding section for the criteria used.) Transfer students must complete at least half of their undergraduate program at Hamilton to receive a Hamilton College degree.

When the transcript has been evaluated, the Registrar will send the transfer student a statement of accepted courses and an estimate of the Hamilton credit equivalency, and upon matriculation will enter the courses and grades on the student's Hamilton record. The Registrar will assign a class year based on the number of credits accepted for transfer. A transfer student is governed by the academic regulations that pertain to the class in which he or she has been placed.

All transfer students must take the quantitative skills proficiency examination. They must consult with the Physical Education Department regarding completion of the physical education requirement. If awarded junior standing, a transfer student must declare a concentration upon matriculation. Courses taken elsewhere may be counted toward the concentration if approved by the appropriate department.

Acceleration

Acceleration permits students to graduate one full year ahead of the normal date of graduation. Students wishing to accelerate must apply to the Committee on Academic Standing for permission to do so no later than the end of the first semester of the sophomore year. The Committee will consider both the advisability of acceleration and the means of achieving it. Approval will be granted only to those students whose academic ability and personal maturity are judged adequate.

Leaves of Absence

A student may request an academic or personal leave of absence from the Associate Dean of Students (Academic). A student may request a medical or psychological leave from the Dean of Students. Students should consult with their academic advisor and the appropriate Dean prior to requesting leave. Leaves of absence may be granted for a specified period of time, normally one or two semesters. Students on leave are expected to return to Hamilton at the conclusion of the approved leave.

While on leave, students will be informed of preregistration at the appropriate time in the semester preceding their return, and are responsible for meeting the same deadlines as currently enrolled students. Arrangements for housing must be completed before students leave campus. In order to do this, students must complete a proxy form and register it with the Office of Residential Life. Students who fail to preregister, or who leave Hamilton without formally being granted a leave of absence, will be withdrawn and must reapply to the Dean of Students. A request for a change in a student's leave, or cancellation, must be made to the appropriate Dean. Should the Dean approve the request to cancel a leave, the student must pay the continuation fee and then may exercise his or her own on-campus options, to the extent that the College schedule allows.

All requests for a leave of absence must be received by February 24 for the following fall semester, or by October 21 for the following spring semester. Students with an approved leave do not pay the continuation fee, preregister, or participate in the housing or meal plan lotteries. The continuation fee is refundable until May 1; after that date it is forfeited.

Students may occasionally have to arrange a leave of absence after the spring or fall deadlines for reasons beyond their control. These students should apply to the Dean of Students, who may allow financial and other regulations to be waived. When a leave is granted, the Dean of Students may also specify special conditions for the student's readmission to Hamilton.

Academic Leave of Absence—Students intending to pursue an academic program at another institution, either at an American college or in a foreign study program, must request an academic leave from the Associate Dean of Students (Academic). Requests must be made in writing.

Personal Leave of Absence—Students may request a leave for personal or financial reasons from the Associate Dean of Students (Academic). Requests must be made in writing.

Medical or Psychological Leave of Absence—Students who have a professionally diagnosed medical or psychological condition that interferes with their academic or social life at Hamilton may request a medical or psychological leave of absence from the Dean of Students. For such a leave to be considered, the student must authorize the Director of the Student Health Service and/or the Director of Counseling and Psychological Services, as appropriate, to provide confirmation of the presence and severity of the condition to the Dean of Students.

Students whose behavior is either disruptive or presents a danger to themselves or to others may be referred to the Health Center or to the Counseling Center for evaluation and diagnosis if the Dean of Students suspects that a medical or psychological condition may underlie the behavior. If the consultation confirms the presence of such a condition, then the Dean of Students may decide to place such students on involuntary medical or psychological leave of absence. Students who refuse to cooperate with such evaluation procedures will be subject to involuntary leave until such evaluations are completed. Students who face involuntary leave have the right to request a member of the Faculty or administration to act as an advisor or advocate.

Students who have been on medical or psychological leave of absence must apply to the Dean of Students to return. Normally this request should be made 30 days in advance of the proposed date of return. Requests will be granted only after the Director of the Student Health Service and/or the Director of Counseling and Psychological Services informs the Dean of Students that he or she is satisfied that the student is ready to return; this will normally require the student to supply documentation from appropriate professionals confirming that the condition leading to the leave has been resolved.

Suspension, Withdrawal, and Readmission

Academic Suspension—A student suspended for academic deficiency will be notified in writing of the decision of the Committee on Academic Standing, the reasons for suspension, the length of the suspension and the conditions under which he or she will be considered by the Committee for readmission to the College.

A student readmitted from a suspension for academic deficiency will be placed on academic probation for the semester immediately following readmission.

Disciplinary Suspension—Students may be suspended from the College for disciplinary reasons. Readmission to the College after the semester of suspension is not automatic, but requires application to the Dean of Students. A student readmitted from suspension for disciplinary reasons will normally be placed on disciplinary probation for the semester immediately following readmission. Readmission will normally be denied if the conditions specified at the time of suspension have not been met. Hamilton reserves the right to defer readmission if space is not available.

Withdrawal—Students who leave Hamilton while a semester is in progress or at the end of the semester, and who do not wish to return at a future date, are required to withdraw formally from the College. A student who wishes to withdraw from the College must meet with the Associate Dean of Students (Academic) and follow the proper exit procedures.

Readmission—Former students, or students who have completed withdrawal procedures, may apply for readmission to the College at the Office of the Dean of Students. Applications for readmission are to be submitted at least one month prior to the beginning of the semester in which the student wishes to return.

Continuation at Hamilton

Continuation Fee—A continuation fee of $400, deductible from the fall tuition bill, is required of all students who intend to continue at Hamilton. This fee is due by March 1 of each year. It may be refunded up to May 1; after that date it is forfeited.

Preregistration—Preregistration is held in November for the following spring semester and in April for the following fall semester. In order to preregister for the fall semester, students must have paid the continuation fee. Students who have not preregistered may be withdrawn from the College.

Housing and Meal Plan Lotteries—The housing lottery is held in April. In order to participate in the lottery, students must have paid the continuation fee and must have preregistered. Students who wish to live off campus must participate in the off-campus lottery. The lottery is based on seniority. Permission to move off campus is granted on a yearly basis. Students who do not participate in the housing lottery are required to live on campus and will be accommodated over the summer as space becomes available.

All students living in residence halls must participate in the college meal plan. First-year and sophomore students participate in the full 21-meal plan. Juniors and seniors have the option to participate in the 14- or 21-meal plan. A limited number of seniors may eat on the 7-meal plan. Senior participation in the 7-meal plan or completely off the meal plan is determined by lottery the previous spring. Students given permission to live off campus are exempted from the meal plan. Students with medical restrictions need to consult with the Director of Residential Life.

Student Records

College regulations defining access to student records under the provisions of the Family Educational Rights and Privacy Act ("Buckley Law") are described in the Appendix.

Honors

The College recognizes academic achievement with a variety of honors. Specific awards, fellowships, scholarships, and prizes are described in the Appendix of the Catalogue. A list of those awards presented in 1993-94, along with their recipients, follows the descriptions.

Commencement Honors

Those students who complete the entire college course with a standing in the first five percent of the graduating class will earn general honors and receive the baccalaureate degree *summa cum laude*; those in the next ten percent, *magna cum laude*; and those in the next ten percent, *cum laude.*

The two students who attain the first and second highest standings for the college course shall be given, respectively, valedictory and salutatory honors. To be eligible for valedictory or salutatory honor, a student must have earned at least 23 units of credit at Hamilton College.

Departmental Honors

Honors in the concentration are awarded by vote of the Faculty in the area of concentration to those seniors who have completed courses that satisfy the concentration with an average of not less than 88 and who have also met with distinction the additional criteria established for honors in the concentration. Individual departments and programs may require a higher average. These criteria are listed in the departmental entries which appear in the section on Courses of Instruction.

Dean's List

The College also recognizes academic achievement at the conclusion of each semester. At those times, the Dean of the Faculty makes public the names of those students who have carried throughout the semester a course load of four or more graded credits and who have completed that course load with an average of 90 or above. (A special criterion for the Dean's List applies to the Term in Washington Program; see Academic Programs and Services.)

Phi Beta Kappa

The Hamilton College chapter of Phi Beta Kappa, known as the Epsilon Chapter of New York, was established in 1870. Students are elected to membership primarily for academic distinction in the liberal arts and sciences. In the fall, the chapter may choose not more than ten seniors having especially distinguished records during their first three years. Other seniors are elected in the spring and at Commencement time. Transfer students may be elected on the basis of two years' grades in Hamilton courses. However, no more than one-eighth of the graduating class shall be elected altogether. In examining the academic records of candidates for election, the chapter takes into consideration their fulfillment of the academic purposes and goals of the College.

Sigma Xi

The Hamilton College chapter of Sigma Xi, the national honor society for scientists, was installed in 1965. The goals of Sigma Xi are to advance scientific research, to encourage companionship and cooperation among scientists in all disciplines, and to assist the wider understanding of science. Students who show marked aptitude for research and who are continuing in research at the graduate level are elected to associate membership. Students not continuing on to graduate school are awarded certificates of recognition. Nominations are based on the student's performance in an independent study or a senior research project.

Omicron Delta Epsilon

The Hamilton College chapter of Omicron Delta Epsilon, the international honor society in economics, was established in 1990. The society recognizes scholastic attainment in economics, encourages the establishment of closer ties between students and faculty in economics, and emphasizes the professional aspects of economics as a career in the academic world, business, government, and international organizations.

Phi Alpha Theta

Alpha Epsilon Upsilon, the Hamilton College chapter of Phi Alpha Theta, was installed in 1991. This international honor society recognizes academic excellence and promotes the study of history through the encouragement of research, good teaching, publication, and the exchange of learning and thought among historians.

Phi Sigma Iota

Iota Nu, the Hamilton College chapter of Phi Sigma Iota, was installed in 1977. This national honor society encourages scholarship and recognizes achievement in foreign and classical languages and literatures.

Pi Sigma Alpha

Known as Tau Kappa, the Hamilton College chapter of Pi Sigma Alpha was established in 1993. This national political science honor society recognizes academic achievement in various fields of political science and encourages intellectual discourse on public affairs and international relations among students and faculty.

Psi Chi

The Hamilton College chapter of Psi Chi, the national honor society in psychology, was established in 1977. The purpose of the society is to advance the science of psychology and to encourage, stimulate, and maintain members' scholarship in all fields, particularly psychology.

Fellowships, Prizes, and Prize Scholarships

In addition to the honors listed in this section, the College awards fellowships, prizes, and prize scholarships in recognition of academic and other kinds of achievement.

Fellowships are awarded to graduating seniors to permit them to continue their education.

Most prizes are given for academic achievement in a particular discipline, either in general coursework, or in an essay or other exercise. A few prizes recognize personal character or service to the College community.

Prize scholarships are competitive and are awarded to students in recognition of outstanding achievement. A number of endowed scholarship funds, established by alumni and friends of the College, support them.

Postgraduate Planning

Just as Hamilton provides academic advisors to its students during their undergraduate years, so it endeavors to assist them in their plans for postgraduate study and employment. The staff of the Career Center regularly advises students on postgraduate planning. Many individual faculty members are available for consultation concerning study or careers in their particular fields of interest.

In recent years, approximately 20% of those graduating have entered graduate or professional schools directly after college. An additional 30% enter graduate programs within five years after receiving their college degrees. Since many Hamilton students undertake postgraduate study, proper education for such work is an important aim of the curriculum. About 75% of recent seniors elected to take jobs immediately after graduation. As they begin to plan for their postgraduate years, all undergraduates are encouraged to use the resources and counsel available at Hamilton.

Career Center

The Career Center offers a number of workshops, individual appointments, and other services to assist students in exploring career options, preparing for job searches, and planning for graduate and professional schools. Students are strongly urged to visit the Center in their first or second year at Hamilton. The office maintains an extensive library of reference books concerning graduate study in the United States and abroad as well as information on internships, volunteer programs, and summer employment. Also, the Center acts as a clearinghouse for students who wish to establish a permanent file of credentials.

In addition to arranging career seminars and campus visits by employers and representatives of graduate and professional schools, the Career Center coordinates a program of assistance, with the participation of alumni, who are an integral part of the career advising process at Hamilton. Each year a number of alumni return to campus to discuss career options with students in a variety of formal and informal settings, and students often visit alumni at their places of employment during school vacations.

Graduate Study in Arts and Sciences

Students contemplating graduate study should consult as early as possible with the Chair of the department in which they plan to concentrate. Knowledge of requirements for the primary field of interest and of appropriate related courses is essential to planning a solid program. For example, students considering a career in chemistry need to know the courses that will enable them to qualify for a certificate issued by the American Chemical Society as well as the courses most helpful toward graduate work in chemistry. A student considering geology as a concentration should be aware that the other natural sciences are useful both to the potential concentrator and to the future geologist. A solid grounding in mathematics, including analytical geometry and elementary calculus, is particularly important to the scientist, the economist, and very frequently to the social scientist.

Any student planning on graduate work should be aware that many programs require a reading knowledge of at least one foreign language for the master's degree and often two for the doctorate. A student should consider whether French, German, Greek, Latin, Russian, Spanish, or a non-Western language will be helpful.

A student contemplating graduate work should consult the catalogues of major universities for the requirements. (A wide selection may be found on microfiche at the Burke Library.) The knowledge so gained will permit useful planning in consultation with the appropriate departmental Chair.

Health Professions

Virtually all accredited medical and dental schools require one year of English, one year of biology, two years of chemistry, and one year of physics. Additional recommendations and requirements are extremely varied. Those for schools of veterinary medicine are generally more rigid, while those for nursing and the allied health professions are often more flexible. Students interested in any of these careers are urged to consult with the Health Professions Advisory Committee as they plan a course of study to meet requirements for admission to the schools of their choice. (See also "Early Assurance Program in Medicine" under Academic Programs and Services.)

Law

Many Hamilton students enter law school immediately upon graduation or within a few years thereafter. While law schools do not prescribe any particular courses or program of study as part of a formal pre-law curriculum, they seek graduates who demonstrate analytical reasoning powers, skill in oral and written forms of expression, and the ability to comprehend and organize large amounts of factual data. Students interested in entering law school are advised and assisted by the Pre-Law Committee composed of faculty members and the Director of the Career Center.

Teaching

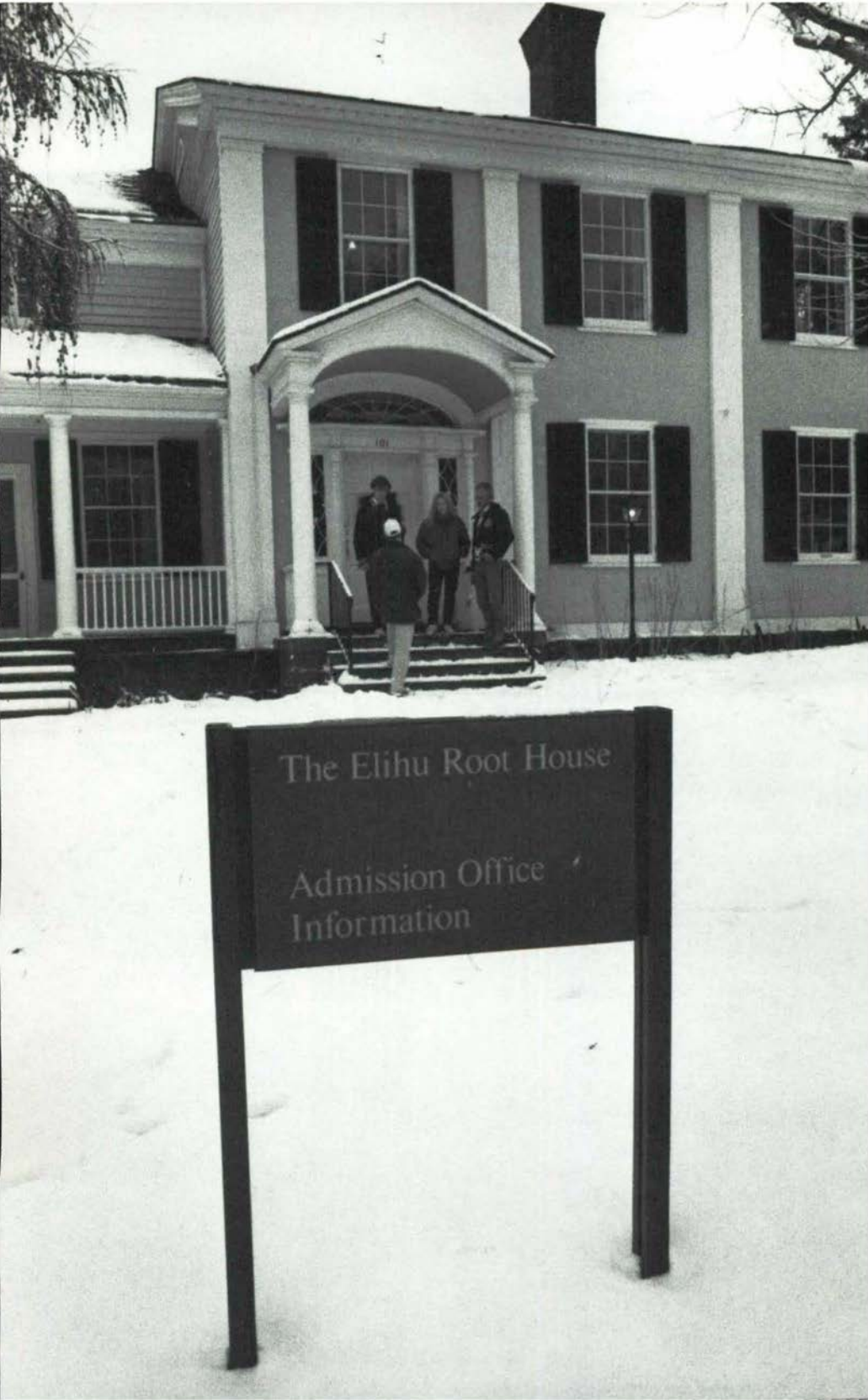
Hamilton is proud of the number and quality of its graduates who are school administrators and teachers. Students interested in a career in primary and secondary school teaching should consult with the staff of the Career Center, the Office of the Dean of Students, or their advisor.

Business and Government Service

For many careers and professions, no prescribed program is necessary. The best preparation for business or government service is probably well-developed skills in reading, speaking, and writing; a wide choice of courses, including economics and/or mathematics; and a concentration in the area which the student finds most interesting. Students who intend to enter a graduate school of management or business administration are strongly advised to take mathematics at least through calculus.

Engineering

Students interested in engineering as a career may pursue this interest at Hamilton in a number of ways. Among others, the cooperative program (see "Cooperative Engineering Programs" under Academic Programs and Services) leads to the B.S. or M.S. degree in engineering in either a 3-2 or 4-2 plan. Other arrangements may also be made. In order to keep this career option open, it is necessary to take courses in physics, mathematics, and chemistry. The usual pattern is at least one course in science and one in mathematics for each of the first five or six semesters.


The Elihu Root House
Admission Office
Information

Admission

As a liberal arts institution, Hamilton encourages applications from young men and women of diverse talents and intellectual promise. Prospective students are selected not only on the basis of their performance in high school and their ability to profit from Hamilton's various programs, but also on the basis of their capacity to enrich college life in some fashion—be it scholastic or extracurricular.

The Board of Admission reviews each application individually and reaches a decision by consensus. Since the number of qualified candidates far exceeds the number of openings available each year, admission to Hamilton is highly competitive. In choosing between clearly qualified candidates, the Board will give some preference to sons and daughters of alumni as well as to applicants from geographic regions not already well represented in the College. The Board also seeks to identify talented students from multicultural groups or from backgrounds unfavorable to the development of academic potential.

Requirements for Admission

Because Hamilton's academic program is rigorous, applicants for admission must demonstrate highly developed learning skills. The candidate should, therefore, complete a formal secondary school program of at least 16 units, including such preparatory subjects as English, mathematics, foreign language (ancient or modern), science, and social studies. Although the distribution of these subjects may vary, a minimum of four years of English, three years of mathematics, two years of science, and three years of *one* foreign language is desirable. Nonetheless, since the prime criterion for admission remains the candidate's ability and desire to perform at intellectually demanding levels, Hamilton will consider applications from highly recommended individuals whose preparation does not conform to these guidelines.

Some courses of study at the college level may require a student to have placed special emphasis on certain subjects while in secondary school. For example, candidates who intend to pursue a foreign language at Hamilton are urged to study it during their senior year of secondary school. Similarly, prospective students planning to enter the Cooperative Engineering Program are advised to concentrate on mathematics and the physical sciences during high school. In all instances, applicants are expected to design a challenging academic program for their senior year, during which time they should enroll in at least four college preparatory courses.

The deadline for submitting applications is January 15. An application consists of the following pieces of information: the application form itself, a secondary school report, a mid-year school report, a teacher reference form, and a special talent form (optional). In addition, applicants must write an essay and submit a graded sample of expository prose written for an English or history course. Candidates must also submit results from either the Scholastic Aptitude Test (SAT I) of the College Entrance Examination Board or the ACT Assessment of the American College Testing Program. Applicants are encouraged (but not required) to take the SAT II tests of the College Entrance Examination Board and to submit the results of any three of these tests. All testing must be completed by February 1 of the calendar year in which the applicant wishes to enroll.

Because the Board of Admission wants to know as much as possible about each applicant, a personal interview on campus is strongly recommended. Interviews may be scheduled between May 1 of the junior year and February 15 of the senior year. The candidate should write or telephone the Admission Office (800-843-2655) to request a specific date for an appointment. Because interview slots are limited and are often booked months in advance, students are urged to arrange an appointment well ahead of their intended visit. The Admission Office schedules interviews Monday through Friday from 9:00 a.m. to 4:00 p.m. The office is also open on most Saturdays from 9:00 to 11:30 a.m. from September through February 15, but candidates are

encouraged to visit the campus on a weekday if possible. For those unable to visit the College or schedule an interview during their visit, an off-campus interview with an alumna or alumnus of the College may be arranged. An off-campus interview should be requested in writing as early as possible during the senior year. Alumni interviews cannot be scheduled after January 15.

A campus visit should involve more than just an interview. Applicants are also encouraged to take a tour of the campus, visit classes, talk with faculty members and students, and eat in one of the dining halls. Overnight accommodations are available with student hosts or in the Bristol Campus Center. In either case, the Admission Office recommends that students make reservations ahead of time and will be glad to assist them with any arrangements.

Hamilton is a member of the National Association of College Admission Counselors and adheres to its Statement of Principles of Good Practice in the admission process. Applicants are expected to be aware of their rights and responsibilities as delineated in the Statement of Students' Rights and Responsibilities as promulgated by NACAC. Copies of either or both of those statements may be obtained by writing or calling the Admission Office.

Early Decision

The Early Decision program is designed for students who have investigated their college options thoroughly and have decided that Hamilton is their "first choice." Hamilton College values the commitment and enthusiasm demonstrated by students who choose this program. In recent years our statistics show that Early Decision candidates have received a slight advantage in the admission process. The program enables students to clearly indicate that Hamilton is their first choice, and Plan I allows admitted students to conclude their college search early in the senior year.

A student may apply for Early Decision under the following plans:

Plan I: November 15—Deadline for application
December 15—Notification of decision

Plan II: January 15—Deadline for application
February 15—Notification of decision

Students applying to the College under either Early Decision plan will be required to sign a statement that they will withdraw all other college applications and will file no additional applications if they are accepted by Hamilton. A guidance counselor must also acknowledge the commitment by signing this statement.

Applicants who are not admitted under this program are ordinarily deferred. Their applications will be reconsidered during the regular admission process. Notification of a final decision will be mailed to deferred candidates in early April.

If financial assistance is sought, Plan I applicants should submit both Form 6 of the Application for Admission and the Early Version of the Financial Aid Form of the College Scholarship Service directly to the Financial Aid Office by December 1. Plan II applicants must submit Form 6 and a photocopy of the Financial Aid Form to the Financial Aid Office by February 1. If these materials are received in a timely manner, tentative financial awards will be mailed to admitted students shortly after they are notified of their acceptance to the College.

Early and Deferred Admission

Candidates able to satisfy high school graduation requirements by the end of their junior year and who wish to matriculate at Hamilton the following fall will receive the same consideration as any other applicant. Excellent students who have exhausted their high school course offerings before the senior year but who will not satisfy graduation requirements may also be considered for early admission.

Candidates who have been accepted for admission and are fully committed to Hamilton, yet who prefer to postpone entrance for one year, may request deferred admission. A place will be reserved for them upon receipt of the required registration deposit of $200. Candidates requesting deferred admission should understand that they are expected to attend Hamilton and may not apply to other colleges during their year off.

Admission with Advanced Placement

Entering students who score satisfactorily on the Advanced Placement tests given by the College Entrance Examination Board may be awarded, with the approval of the appropriate department and the Committee on Academic Standing, advanced placement and/or credit. Information on these tests can be obtained from the College Entrance Examination Board. In addition, entering students previously enrolled in early admission, enrichment, or similar college-level programs offered by two- or four-year colleges may, with the approval of the appropriate department and the Committee on Academic Standing, be granted advanced placement, course credit, or both. *Such credit, however, will not be granted for college-level courses taken in the student's high school, even if offered by a university-approved instructor or visiting professor.* Advanced placement and/or credit may also be given to students who have completed either the International Baccalaureate Program, the British "A" Levels, the French Baccalaureate, or certain other foreign credentials.

Common Application

Hamilton, together with many other colleges, accepts the Common Application Form available in many secondary schools. Students who submit the Common Application are at no disadvantage in the selection process. Like all other applicants, they are also asked to supply a sample of their expository writing and are strongly encouraged to visit the campus for a personal interview.

Higher Education Opportunity Program

Hamilton participates in the New York State-sponsored Higher Education Opportunity Program (HEOP), designed to provide a wide range of services to qualified applicants who, because of educational and economic circumstances, would otherwise be unable to attend college. These services include a summer session in preparation for matriculation at the College, counseling, and tutoring. A general college studies course is offered to HEOP students each summer. Designed to introduce students to the liberal arts, the course covers such fields as English, Speech, Psychology, Philosophy, Science, Mathematics, and Anthropology, and provides students with the expertise to develop a program of study, in consultation with an advisor, which will meet their perceived educational needs.

Hamilton College financial aid funds are available to students admitted under HEOP. For further information, applicants should contact the Director, Higher Education Opportunity Program, Hamilton College.

Transfer from Other Colleges

The College is interested in any well-qualified, highly motivated student who wishes to transfer to Hamilton from another institution. Because of the College's graduation and residency requirements, no student can transfer more than two years' work from another institution. (See also "Evaluation of Credit for Transfer Students" under Academic Regulations.)

Transfer candidates must submit official records of all college work accompanied by two letters of recommendation, one of which must be from the dean of students at the institution most recently attended. The deadline for fall transfer applications is March 15; admission decisions are mailed by mid-May. The deadline for spring transfer applications is December 1; admission decisions are mailed by January 1.

Foreign Students

Applications from superior students from other countries are encouraged. Normally, foreign students are asked to complete a preliminary application to establish that they are qualified for admission. Foreign students should submit the results of the Test of English as a Foreign Language (TOEFL) in addition to the materials mentioned above if their language of instruction has not been English. A limited amount of financial aid is available to foreign students demonstrating need.

Hamilton Horizons Program

Convinced that education is a continuing process, Hamilton invites qualified men and women who have been away from formal collegiate education for two years or more to return via the Hamilton Horizons Program. Interested candidates are asked to meet with the director of the program at the Admission Office.

The Hamilton Horizons Program provides older students with the same educational opportunities offered regular undergraduates. The program offers no distinct courses for adults, no evening or weekend courses, and no adjunct faculty. Instead, students in this program are incorporated into the mainstream of the College's academic life.

Applicants are initially accepted as either full- or part-time students in the program, which of itself offers no degree. Each student has the option of applying to the College as a candidate for the baccalaureate degree. Hamilton Horizons students may take courses for credit or audit them without formal matriculation.

Tuition and Fees

A college education of the kind offered by Hamilton is necessarily expensive—so expensive that tuition represents little more than half the actual cost of a student's education. For the remainder, the College relies upon its endowment and the various gifts and grants made by alumni, friends, and foundations. Even though the individual expense is thus substantially reduced, nearly 65% of all students at Hamilton still need some form of financial aid. If deemed eligible, they can benefit from scholarship funds, employment opportunities, and loans established to defray further the high cost of education. For detailed information, refer to the Financial Aid section of this Catalogue.

Charges for a year at Hamilton, including tuition and fees, room, and board, total $24,750. Beyond this, a student will need an additional $400 to cover the cost of books and supplies, plus approximately $600 for personal expenses. The actual amount required will depend in part upon the distance between home and the College.

College Fees

Application Fee—A non-refundable fee of $50 must accompany each application for admission.

Registration Deposit—A non-refundable deposit of $200 is required from each candidate offered admission. This sum, due by May 1, will be applied toward the first bill of the academic year.

Guarantee Deposit—An initial guarantee deposit of $100 is required from each regularly enrolled student upon entering the College. This deposit will be held to ensure final payment of minor bills. Any balance will be returned after the student leaves the College.

Tuition and Other Charges for 1994-95

Tuition and Fees	per year	$19,700
Room (in College residence halls)	per year	2,550
Board (in College dining halls)	per year	2,500

The charge for tuition and fees listed above does not apply to the occasional special student permitted by the Faculty to carry fewer than the three courses required for a full-time program. Partial tuition for such students is determined solely by course load, at a rate of $2,100 per course.

Overelection Fee—Four years' tuition entitles the student to 37 courses—several more than are required for graduation—taken at any time during the undergraduate program. Students who enroll in more than the allotted 37 courses (exclusive of Music 121-122, 131-132, 141-142, 221-222, 231-232, 271, 331-332, and 431-432) pay an overelection fee of $2,100 per additional course.

Room and Board—The charges listed above apply only to those students who live in College residence halls and eat their meals in College dining halls.

The College asks that all unmarried students not residing at home live in a College residence hall; exceptions to this policy may be granted by the Office of the Dean of Students. College rooms are furnished with a bed and mattress, desk, chair, and dresser for each occupant. Any student who is allowed to move from his or her residence hall to off-campus housing before the second week in the semester has ended will receive a rebate. Because of residence hall financing commitments, however, students who move after that time will not be so entitled.

A limited number of students are permitted each year to choose an alternative meal plan (i.e., a plan offering fewer than 21 meals per week) or to provide their own board. Those permitted an alternative meal plan will receive a partial rebate on their board bill.

Those permitted to provide their own board will be assessed a service charge of $300 per year for this privilege to cover the College's cost of maintaining cooking facilities in the residence halls.

Continuation Fee—A continuation fee of $400, deductible from the fall tuition bill, is required of all students who intend to return to Hamilton for the coming academic year. This fee will be billed to the student's account on January 15, to be paid on or before March 1. Students may not preregister or participate in the housing lottery until the fee is paid. It is nonrefundable after May 1.

Medical Service—Professional care and treatments provided by the College Health Center are free. A fee may be incurred for medications and diagnostic tests.

Group Accident Insurance—Accident insurance is extended without separate charge to all regularly enrolled students. However, this is excess insurance over any other collectible insurance covering the student as a dependent. This includes, but is not limited to, Blue Cross-Blue Shield or the parents' group insurance program.

Coverage under both the basic and the major medical plans is available for losses caused by accident only, both on and off campus, but the accident must occur during the academic year. There is no coverage during the summer break. Treatment must commence within 180 days of the accident, and all bills for charges accumulated during a given treatment must be presented within two years of the incident.

Health Insurance—The College also offers a limited benefits health insurance plan for students. The cost of this plan is billed annually. An outline of coverage under this plan is available from the Director, Administrative Services.

Coverage under this plan is mandatory unless a completed waiver form, including proof of other comparable health insurance coverage, is returned by the specified deadline.

Other than the provisions of the Medical Service and Group Accident and Health Insurance programs described above, the College assumes no responsibility for medical or health services to its students.

Independent Coverage Fee—A fee of $500 is charged for an approved independent coverage of a course. (See "Independent Coverage of Coursework" under Academic Regulations.)

Music Fees—Private vocal and instrumental instruction is available during the fall and spring semesters. The student may choose between two alternatives: 11 weekly half-hour lessons for $181.50, or 11 weekly hour lessons for $363. A student receiving a college scholarship as part of his or her financial aid package is eligible for assistance in meeting the cost of private music instruction. Generally one-half the cost will be covered by an increase in the scholarship, with the remainder covered either by the student and his or her family or through a supplemental loan. Eligible students must contact the Office of Financial Aid.

Off-Campus Programs Abroad Fee — Students may study for a semester or more through approved foreign study programs at other colleges and universities. A fee of $900 is charged for each semester a student is abroad. This fee is in addition to the tuition charged by the off-campus program.

Charges for Damage—The College attempts to minimize property damage by prorating among the student body the cost of any such damage for which the responsible party cannot be identified. The cost of individual residence hall damage for which no responsible party can be found is prorated among the residents of each building. A bill for this prorated charge is sent to each student at the end of each semester.

Payment of Bills—One-half the annual charges is billed in July and the other half in December. Both are mailed to the student's home address for payment in August and January, respectively. If payment is not received by the due date, a late payment fee of $100 is assessed. An additional late fee of $200 will be assessed if the amount due for the semester is not paid by October 1 for the fall semester and March 1 for the spring semester. During the academic year, all other bills are also mailed to the student's home address and are due by the last day of the month.

Numerous lending organizations and banks offer plans for financing tuition and fees. Such plans allow for payment periods of up to 72 months. The Office of Financial Aid has a list of such organizations.

Any student whose bill is not paid as provided herein may be prevented from registering or preregistering and excluded from classes. No student whose college bills are unpaid may receive a degree or honorable dismissal, have grades recorded, or obtain a transcript.

All refunds to a student withdrawing from the College are based on the date on which the student, parent, or guardian notified the Dean of Students of withdrawal. The College policy on the refund of payments to students who withdraw voluntarily, or due to illness, or who are dismissed during any semester, is stated below. No other refunds are possible.

Tuition and fees are refunded as follows:

1. Withdrawal or dismissal during the first two weeks of the semester: 80%.
2. Withdrawal or dismissal during the first four weeks of the semester: 40%.
3. Withdrawal or dismissal during the first six weeks of the semester: 20%.
4. After six weeks: no refund.

Room charges will not be refunded if a student withdraws after the start of classes. Board charges will be refunded on a *pro rata* basis.

Students who think that any fee or refund has been incorrectly computed may appeal to the College Controller.

Financial Aid

For students unable to finance their education at Hamilton independently, the College furnishes grants, part-time employment, and long-term loans. Such financial assistance adds breadth to the student body and attracts individuals of diverse interests and backgrounds. Although any candidate for admission is eligible to apply for financial aid, awards are made solely on the basis of need.

Hamilton is a member of the College Scholarship Service of the College Entrance Examination Board. To assist the College in determining an applicant's need for financial aid, CSS uses the Financial Aid Form (FAF). In addition, the Service processes the Free Application for Federal Student Aid (FAFSA). Candidates for financial aid should file both the FAF and FAFSA, as well as Part 6 of the College's Application for Admission, in order to receive full consideration for aid. If additional forms are required, applicants will be so notified.

Students seeking admission to the College for the fall term should file the FAF and FAFSA by February 1 of their senior year in high school. If they are filed after that date, photocopies should be sent directly to Hamilton's Director of Financial Aid at the time of filing. The FAF/FAFSA filed in a timely manner will ensure the candidate consideration for any Hamilton scholarship or federal award administered by the College to which the student may be entitled. Because its own funds are limited, the College cannot guarantee that institutional grants will be available for students who file application materials after February 1, although assistance from federal and state sources may still be available.

The FAF/FAFSA may be obtained from a secondary school or from the College Scholarship Service, Princeton, NJ 08541. For further information, candidates should write to the Director of Financial Aid, Hamilton College, Clinton, NY 13323.

An application for financial aid cannot be considered until the candidate has also applied for admission to the College. The decision to admit an applicant is normally made without regard to the need for financial aid. Consequently, admission in no way guarantees the granting of such aid. Aid normally is awarded for an academic year and credited to College bills, but it may be adjusted at any time if circumstances warrant. Awards are reevaluated each year; therefore, in the spring of each year, students who wish to be considered for the renewal of an award must again file application materials with the Director of Financial Aid.

The amount of financial aid for which a candidate is eligible is established through consideration of income, assets, family size, the number of family members in college, medical expenses, and other circumstances that may affect a family's ability to contribute toward education costs.

Types of Aid

A Hamilton student with financial need may benefit from one or several types of assistance: Hamilton College scholarships, loans, or jobs; New York State and federal scholarships, grants, and loans; and various non-college awards made directly to the individual by private organizations.

Over the years, the College has developed a strong and far-reaching program of scholarship aid. Hamilton College scholarships are supported by endowed funds established through the generosity of alumni and friends, by annual grants, and by the College's operating budget.

General Scholarships—Any Hamilton undergraduate is eligible to apply for a general scholarship. These scholarships are awarded on the basis of academic and personal promise as well as on the degree of financial need.

Grants of this sort are supported by the income from more than 100 endowed scholarship funds, from annual grants, and by the general funds of the College.

Stipends range in amount from $100 to total expenses and are awarded on the basis of need. (See the Appendix for a partial list of General Scholarships.)

Special Scholarships—To be eligible for these scholarships, a student must have already demonstrated financial need and must meet certain requirements or restrictions set by the donor or the College. For example, Hamilton maintains scholarships for residents of certain geographic areas, for foreign students, and for students with special talents in various fields.

Many scholarships are available to matriculating students; others are restricted on the basis of a student's class year. (For details, see Appendix.)

Prize Scholarships—Prize scholarships are awarded to students who have completed at least one year at Hamilton and demonstrated some achievement while enrolled at the College (e.g., excellence in coursework or campus citizenship).

Because the recipients of prize scholarships must usually be eligible for financial aid, most prize scholars will already be recipients of undesignated scholarships from the College. In bestowing a prize scholarship, Hamilton seeks to honor the recipient by substituting a named or designated scholarship for an undesignated scholarship.

College Loans—*The Barrett-Schweitzer Loan Fund* was established in 1992 in honor of Edwin B. Barrett, Professor Emeritus of English and Drama, and Albert Schweitzer, the eminent humanitarian. It provides loans not exceeding $2,000 at interest rates of 4% per annum to students who have demonstrated academic excellence and are in need of additional financial support.

The Frank Burgess Memorial Fund was established in 1969 under the will of Frank Burgess. Income from the fund is loaned to deserving students in need of financial assistance. According to the terms of the will, before loans are granted, students must agree to begin repayment within two years after graduation or on entering their "life work," and to complete repayment within five years after graduation or on entering their "life work," with interest at 5% per annum to begin at graduation or on entering their "life work."

The Joseph Drown Loan Fund was established in 1983 in memory of Joseph Drown, a friend of the College. Loans are available to deserving students at an interest rate 2% below the federal Stafford Loan Program rate. No interest is incurred during in-school periods and repayment does not begin until after graduation. Candidates from the western part of the United States receive priority consideration.

The Marshall L. Marquardt Loan Fund was established in 1980 under the will of Mary Sloane Marquardt in memory of her husband, Class of 1933. Loans are available to deserving senior-year students, and are repayable at an interest rate of 3% within three years after graduation. The interest accrues from the time the student leaves the College.

The Theodore M. Pomeroy Loan Fund was established in 1916 to assist worthy students. Loans granted to seniors are repayable within three years of graduation (interest at 3% computed from the time the student leaves college), and by other students before returning to college the following fall with interest at 3% charged from the time the loan is made.

The Gregory H. Rosenblum Loan Fund was established in 1989 by Miriam Friedman, daughter of Mr. Rosenblum, Class of 1892, and her family in appreciation for the financial aid he received at the College. Students who demonstrate need in emergency situations may borrow up to $250 in interest-free, short-term loans in any one academic year, with repayment to be made within one year of the date that the loan is secured.

The Henry B. Sanson Loan Fund was established in 1978 by Mr. Sanson, Class of 1940. Loans are available to students who demonstrate need. Preference is given to students from Connecticut, or those from other New England states if none from Connecticut qualify. Interest at 5% is charged on the loans, which are repayable within ten years of graduation.

The Elmer C. Sherman Loan Fund was established under the will of Ida M. Sherman in memory of her husband, Class of 1882. Loans are available to juniors and seniors who demonstrate need and have maintained high scholastic rank during their previous

years at Hamilton. No interest is charged, and the entire loan must be repaid within three years after graduation.

Student Employment—The Federal College Work-Study Program and Hamilton's Work-Scholarship Program provide student employment as part of the financial aid package. Other employment possibilities, chiefly odd jobs, exist on campus and in the local community.

Federal and State Scholarships and Grants—A detailed listing of the federal and state financial aid programs available to Hamilton students can be found in the Appendix.

Campus Buildings and Facilities

In all, Hamilton owns more than 1,300 acres of woodlands, open fields, and glens overlooking the Oriskany and Mohawk Valleys of Central New York. Included within the grounds are numerous hiking and cross-country ski trails and many unusual varieties of trees and plants. The Root Glen, gift of Mrs. Edward W. Root in 1971 and for many years beautifully tended under her devoted supervision, is remembered by all who have strolled its shale paths.

The Afro-Latin Cultural Center

Founded in 1969, the Afro-Latin Cultural Center provides a place of sodality for Black and Latin students. Open to and used by the entire community, the Center sponsors discussions, lectures, art shows, and similar educational, cultural, and social events.

The Anderson-Connell Alumni Center

Originally an inn called Lee's Tavern and the home of the Root family for more than a century, the Alumni Center is one of the oldest buildings on the Hill. Renovated in 1986, it is named in honor of Joseph F. Anderson, Class of 1944, and in memory of Clancy D. Connell, Class of 1912. It houses the offices of Communications and Development.

The Athletic Center

With the construction of the Margaret Bundy Scott Field House in 1978, the Athletic Center was completed, providing Hamilton with some of the finest and most modern indoor sports facilities of any small college in the nation. The Field House is connected with the Russell Sage Hockey Rink, one of the first indoor structures of its kind to be built on a college campus and renovated in 1993, and the Alumni Gymnasium, dedicated in 1940 and renovated in 1978. In addition, the William M. Bristol, Jr. Swimming Pool, dedicated in 1988, serves the instructional and competitive swimming and diving programs of the College (see Athletic Programs and Facilities).

The Azel Backus House

The only building still extant from the Hamilton-Oneida Academy, it was constructed as a boarding house for the Academy's students. In 1812 it became the home of Azel Backus, the first president of the College. Since 1958 the house has contained faculty and staff apartments and has also served as a meeting place for various campus and alumni groups. In 1984 it was renovated to include faculty dining rooms.

The Beinecke Student Activities Village

The Student Activities Village, constructed in 1993 and named for Walter Beinecke, Jr., former Chairman of the Board of Trustees of Kirkland College and a Life Trustee of Hamilton, links the north and south sides of the campus via Martin's Way, named in honor of J. Martin Caravano, Hamilton's 16th President. The Village contains the Mail Center, the Diner, and the Events Barn, as well as lounges, and is a place where students and faculty members meet informally outside of the classroom and office.

Benedict Hall

The gift of Henry Harper Benedict, Class of 1869 and one of the pioneers in the manufacturing and marketing of the typewriter, the building, which was erected in 1897, houses faculty offices and classrooms.

The Bristol Campus Center

The William McLaren Bristol Campus Center is a four-story student activities building designed by architect Edward Durrell Stone, constructed in 1965, and named for the

co-founder of Bristol-Myers Co., a member of the Class of 1882. Facilities include the WHCL studios, student publications offices, the College Store, a laundromat, lounges, meeting rooms, offices for student organizations, and 12 guest rooms.

Buttrick Hall

Originally built in 1812 as the student dining hall, Buttrick Hall is as old as the College itself. In 1834 it became the home of Horatio Buttrick, then Superintendent of Buildings and Grounds as well as Registrar. Through Oren Root's marriage to a daughter of Horatio Buttrick, the building became the birthplace of Elihu Root, U.S. Secretary of State and recipient of the Nobel Peace Prize. It has served as Hamilton's administrative headquarters since 1926.

The Career Center

Located in a former private residence that was specifically redesigned and renovated for its new purpose in 1986, the Maurice Horowitch Career Center has two recruiting rooms and three reading rooms containing reference materials. It also comprises offices for three professional staff members who provide assistance to students in developing their post-graduate plans.

The Chapel

Designed by architect Philip Hooker and completed in 1827, the Chapel is thought to be the only remaining example of an early three-story church in America. Restored in 1949 as a World War II memorial, it is the most notable landmark on the Hill and the center of the religious life of the College. It is frequently used for public lectures, concerts, and college assemblies as well.

Couper Hall

Constructed in 1889 and rededicated in 1992 in honor and memory of Edgar W. Couper, Class of 1920 and former Chancellor of the University of the State of New York, Couper Hall was originally the College YMCA building. It currently contains classrooms and offices of the Classics Department as well as the Women's Studies program.

Dining Halls

Hamilton has three dining halls: Soper Commons, the gift of Alexander Soper, Class of 1867, and his brothers Arthur and James; McEwen Dining Hall; and the Bundy Dining Hall in the Bundy residence quadrangle, named for Harlow E. Bundy, Class of 1877. Students may eat at any of the three.

The Health Center

The Thomas Brown Rudd Health Center, named for the College's 13th President, was completed in 1959, and an addition was constructed in 1972. The building houses the Student Health Service and contains fully equipped examination and treatment rooms. The Center is staffed by nurse practitioners and a registered nurse. For health problems that require additional resources, referral to local physicians and consultants is employed.

The Health Center also houses the College's Counseling and Psychological Services, staffed by two counseling psychologists and a counselor. Upon request, referrals can be made to mental health specialists away from campus.

Christian A. Johnson Hall

The former College library (1914-1972) was renovated and rededicated as Christian A. Johnson Hall in 1982. It houses the Emerson Gallery (comprising formal art exhibition and workshop areas), the language and speech laboratory, and the College's media library. It also contains classrooms and faculty offices for the Critical Languages and the East Asian Languages programs, the Departments of Computer Science, German and Russian Languages, Mathematics, and Romance Languages, as well as the Quantitative Literacy Center.

Kirkland Cottage

The oldest building on campus, Kirkland Cottage was first constructed in 1792 as the home of Samuel Kirkland, the founder of Hamilton College. In 1925 it was moved from the foot of College Hill to its present site and later restored. The cottage is used by the senior honorary society, Pentagon, for its meetings, and for the matriculation of the freshman class.

Kirner-Johnson Buildings

These connecting buildings are used extensively for academic, administrative, and extracurricular purposes. The Kirner Building, named in honor of Juvanta H. and Walter R. Kirner, houses the offices of the Dean of the Faculty, the Dean of Students, the Registrar, the Higher Education Opportunity Program (HEOP), Multicultural Affairs, the Departments of Anthropology, History, and Sociology, the program in Africana Studies, and the Nesbitt-Johnston Writing Center. In addition to several classrooms, it also contains two auditoriums. Within the adjacent Johnson Building, named for Virgil E. Johnson, are the Departments of Economics and Government and the Arthur Levitt Public Affairs Center.

The Library

Construction of the Daniel Burke Library was completed in 1972. Named for a member of the Class of 1893 who was for many years Chairman of the Board of Trustees, this modern facility provides Hamilton with one of the finest small college libraries in the nation (see Academic Programs and Services).

List Art Center

The Vera G. and Albert A. List Art Center, a multipurpose building for the visual and performing arts, has studios and workshops for ceramics, graphics, sculpture, metals, painting, and photography; a rehearsal hall, teaching studios, an electronic studio and practice rooms for music; a dance studio; exhibition areas; projection and recording facilities; classrooms; and offices for the Departments of Art and Theatre and Dance.

McEwen Hall

Named for Robert Ward McEwen, 14th President of Hamilton College, McEwen Hall houses dining facilities, the Coffeehouse, a cinema lab, classrooms, music practice rooms, and offices for faculty members in Art.

Minor Theater

Originally Hamilton's first library (1872-1914), and later the College infirmary, it was converted to a theater in 1962 through the generosity of Clark H. Minor, Class of 1902 and a former Chairman of the Board of Trustees. It is now used for student productions and College-sponsored work in drama.

The Observatory

Made possible through a gift from Elihu Root III, the Observatory houses an 11¼″ Maksutov telescope. Several smaller telescopes are also in use. In 1977, a building was constructed next to the observatory to provide work space and shelter for students enrolled in astronomy courses. This structure is heated by solar energy and is designed to permit experiments in this field. The observatory is off College Hill Road, on Peters Lane, a quarter-mile from the campus.

Residence Halls

Hamilton believes the opportunities for educational and personal growth are best served when all students are in residence together. Toward that end, most students live in the 15 residence halls on campus, and first-year students are housed in clusters in one-half of those halls. Resident Advisors live in each hall, with an average ratio of one Resident Advisor for every 30 students. Working closely with resident students

and the Office of Residential Life, Resident Advisors are responsible for advising students in their areas, developing educational and social programs, and handling administrative responsibilities within their buildings.

The College tries to provide its students with as many different housing options as possible. For example, even though all residence halls are coeducational, some floors are single-sex while others are coed. Dunham, Kirkland, and North contain rooms ranging from singles to quads, and Carnegie and South, renovated in 1993, contain doubles, triples, and quads. All offer lounges, recreation areas, and kitchenettes. Babbitt and Milbank residence halls comprise six-person suites with kitchens and lounges. Keehn, Major, McIntosh, Minor, and Root contain singles and doubles, kitchenettes, and large lounges. Keehn offers a cooperative living arrangement and Root is designated as the "quiet hall," where students abide by a 23-hour-a-day quiet policy. In addition, Major is designated as the "substance free" hall. The Bundy residence quadrangle, built in 1972, has its own dining facility and consists of large singles and doubles.

Some rooms are designed for wheelchair access and provisions are made for the physically disadvantaged.

Root Hall

Given in 1897 by Elihu Root, Class of 1864, in memory of his father, Oren, Professor of Mathematics, the building was originally the Hall of Science. It now houses classrooms and faculty offices for the Departments of Comparative Literature, English, and Rhetoric and Communication.

The Elihu Root House

Constructed in 1817 for Theodore Strong, Hamilton's first Professor of Mathematics, the structure has served as the home of presidents as well as faculty members of the College. The house was extensively remodeled after it was purchased by Elihu Root as a summer home in 1893, and was occupied after 1937 by his daughter, Edith Root Grant, and her husband, Ulysses S. Grant III, grandson of the President. A National Historic Landmark, it was acquired by the College in 1979 and now contains the Admission and Financial Aid Offices.

Saunders Hall of Chemistry

Rebuilt and enlarged in 1930, the Hall of Chemistry was again renovated in 1978 and renamed in honor of Arthur Percy Saunders, longtime Professor of Chemistry and former Dean of the College. It houses an auditorium, classrooms, offices, and several laboratories, including the Bristol-Myers Laboratory.

The Schambach Center

Completed in 1988, the Hans H. Schambach Center for Music and the Performing Arts houses the Music Department, its classrooms, studios, practice rooms, and library. The Center also contains the splendidly appointed 700-seat Carol Woodhouse Wellin Performance Hall, an appropriate setting for the talents of student artists as well as internationally recognized artists in music and dance who regularly visit Hamilton.

The Science Building

The Science Building, built in 1925, expanded in 1965 with the addition of the Dana Wing, and frequently renovated in recent years, contains the offices and laboratories of the Biology, Geology, Physics, and Psychology Departments, as well as two auditoriums. It also houses the Oren Root Mineralogy Collection, assembled *circa* 1850 by Mr. Root and now consisting of many specimens of fossils, rocks, and minerals.

Student Life

The Division of Student Life is primarily concerned with the quality of learning for students outside of the formal classroom setting. The services within the division support and augment the educational purposes and goals outlined in the College Catalogue. Hamilton recognizes that students develop intellectually and socially while participating as active members of a residential community. The College therefore has a responsibility to integrate the goals of a liberal arts education into its residential programs. Students are challenged to understand values and life-styles different from their own, to relate meaningfully with one another, to develop the capacity to appreciate cultural and aesthetic differences, and to accept responsibility for the consequences of their actions.

Student Services

The Division of Student Life is concerned with the total development of the student. Emphasis within the various student services is placed on both challenging and supporting students' growth and development as they strive to achieve their potential. The following service areas are included within the division:

Academic Support—The academic program is central to the mission of the College. The academic progress of students toward meeting degree requirements is monitored by a faculty member serving a three-year term as Associate Dean of Students for Academic Affairs. The associate dean, who assists and supports academic advising, academic progress, and the Honor Court, as well as related faculty committees, is available to consult with students, faculty members, or parents who need assistance or support with matters pertaining to the academic progress of students. A second Associate Dean of Students is responsible for supporting foreign study and advising students as they make preparations for study away from Hamilton.

Career Center—Career decision-making represents one of the most important developmental tasks for most students at Hamilton. The decision to begin graduate or professional study or to enter the work world involves a complex challenge to the student's intellectual, emotional, and social growth. Career Center programming and services are designed to assist students in identifying their own achievements, values, skills, and interests; to help them to understand and appreciate the diversity of the world of work; to aid in acquiring the skills necessary to enter that work world; and to manage their careers over their entire life spans.

Chaplaincy—The mission of the chaplaincy focuses on helping students in their search for values and beliefs that provide a meaningful basis for life decisions. It accomplishes this by providing weekly worship opportunities on campus, offering counseling services, coordinating lectures to address ethical issues, advocating outreach opportunities, supporting individuals in an environment of conflicting values, and developing interfaith relationships. A variety of student-run religious groups exist on campus: Christian Fellowship, Hillel (for Jewish students), Newman Club (for Catholic students), and the Islamic Cultural Association.

Counseling and Psychological Services—Counseling and Psychological Services provides support and assistance to students who are experiencing psychological and emotional problems or who just want to "talk out" some personal matters. The counselors are all professionally trained and qualified, and the services are offered under strict rules of confidentiality.

The college years are typically filled with extraordinary growth based on experiences that occur both in and out of the classroom. While some students may come to Counseling and Psychological Services with serious psychological concerns, the over-

whelming majority of students wish to discuss matters that are appropriate to the developmental concerns raised by personal and intellectual growth. Approximately one out of every three students at Hamilton seeks individual counseling at some time during his or her academic career.

Health Services—The personnel and programs of the Thomas Brown Rudd Health Center are dedicated to encouraging and maintaining the well-being and safety of students. The delivery of direct patient care values respect for the individual. Assessment and treatment of illness, consultation, referral, and emergency care are provided. Healthy choices and behaviors are promoted through education on issues and life-styles specific to the college-age population.

The clinic is open weekdays 8:30 to 4:30 p.m. when College is in session. After-hours emergency care is provided through contacts with local Urgent Care and Emergency Departments. We are fortunate to have a trained student Emergency Medical Team on call to respond to accidents, acute on-site illnesses, and injuries.

The service is free. Charges may be incurred for laboratory tests, x-rays, and medications.

Multicultural Affairs—The Office of Multicultural Affairs is responsible for assisting multicultural students as they strive to achieve their educational goals. It is also responsible for the promotion and enhancement of the campus community's understanding and appreciation of their cultures and heritages. During the year, it sponsors programs that open the community to the diversity of cultures present at the College. The Director of Multicultural Affairs also serves as an advisor to the various multicultural student organizations that play an active role on campus.

Residential Life—The staff of the Residential Life Office strives to promote and maintain a residence hall community conducive to intellectual and personal growth, where students can sleep and study, and share ideas with peers whose culture, life-style, and opinions may be very different from their own. The staff of the Residential Life Office includes the Director of Residential Life and two professional live-in Area Coordinators who are responsible for overall supervision and development of residence hall facilities and programs. Resident Advisors, who are upperclass students trained as counselors, limit-setters, program developers, and resource persons, live on each residence hall floor and provide valuable leadership within the residential community.

Student Activities

There are numerous opportunities for student development, involvement, and leadership in co-curricular activities at Hamilton College. Altogether, there are over 80 clubs and organizations, and students can choose to become involved in community service, cultural, musical, athletic, social, recreational, or religious activities, or co-curricular activities related to an academic interest. A Student Activities Fair is held each fall to introduce students to the variety of options available to them.

The Director of Student Activities advises student organizations, including private societies, and supervises the Beinecke Student Activities Village and the newly renovated Bristol Campus Center. Facilities in Bristol Campus Center include the College Store, radio station WHCL-FM, a laundromat, multipurpose lounge, student organization offices, and a 12-room guest facility. The Beinecke Village includes the Diner, the Events Barn, the Mail Center, an information desk, an automatic teller machine (ATM), and a variety of lounges.

Publications Board—Consisting of students, faculty members, and administrators, but always having a student majority and Chair, the Publications Board oversees all Hamilton student publications. It approves the budget for each publication, elects editors, and reviews and adjudicates editorial problems and disputes. The newspaper, yearbook, literary magazine, several smaller publications, and the radio station are all operated and managed wholly by students.

The Student Assembly—The functions of student government at Hamilton are vested in the Student Assembly. The Student Assembly is composed of five branches: the coordinating branch (Central Council); the judicial branch (Honor Court and Judicial Board); the lobbying branch (Community Council and Academic Chamber); the programming branch (Campus Activities Board); and the housing branch (Residential Life Committee and Inter-Society Council). The Assembly's funding committee makes allocations to over 30 student organizations.

Student Clubs and Organizations—Descriptions of a sampling of student organizations follow:

The Black and Latin Student Union was founded by students in 1968 to broaden the awareness and appreciation of Black and Latin cultures. Its goal is to help preserve the cultural identities of Black and Latin students at Hamilton. La Vanguardia was established in 1984 to complement the growing diversity within the Latino community. The Asian Cultural Society was established in 1987 to promote Asian culture, further enriching the multicultural life of the community.

Departmental clubs provide common ground for students interested in a particular field of study. The clubs sponsor discussions, lectures, presentations of papers, and similar events. Such groups are sponsored by the Geology, German and Russian Languages, Philosophy, and Romance Languages Departments.

The International Student Association is composed of international and U.S. students and regularly sponsors cultural programs and social events.

The Outing Club organizes and conducts hiking and camping trips, winter mountaineering, rock climbing, and Nordic skiing. Club membership allows individuals to borrow outdoor equipment including tents, sleeping bags, backpacks, stoves, cookware, canoes, and cross-country skis.

The Root-Jessup Public Affairs Council is an undergraduate organization with student officers and a faculty advisor, whose purpose is to stimulate student discussion of current national and international issues. The group sponsors discussions and lectures series whose participants have included William F. Buckley, Jr., Jesse Jackson, George McGovern, Phyllis Schlafly, and Ralph Nader. The Council is named for the distinguished diplomats Elihu Root, Class of 1864, and Philip C. Jessup, Class of 1918.

The Womyn's Community Center was founded in order to provide a focus for the concerns of women at Hamilton. It operates a resource center and sponsors programs open to all members of the College community. The Gay, Lesbian, and Bisexual Student Alliance, founded to address social and political concerns associated with sexual orientation, also sponsors programs open to the entire community.

There are seven social fraternities and four sororities affiliated with Hamilton. They are private, off-campus organizations that do not receive support from the College. They are Alpha Delta Phi, Alpha Theta Chi, Chi Psi, Delta Kappa Epsilon, Delta Phi, Delta Upsilon, Gamma Xi, Kappa Delta Omega, Phi Beta Chi, Psi Upsilon, and Sigma Phi. In addition, the Emerson Literary Society is open to undergraduate women and men.

Service Organizations—Hamilton students have many opportunities to participate in community service organizations. The Hamilton Action Volunteers Outreach Coalition (HAVOC) is a student-run organization providing community service for Oneida County since 1988. Several hundred students volunteer in weekly projects associated with Habitat for Humanity, tutoring in local and inner-city schools, soup kitchens, homes for run-aways and abused women, rape crisis and AIDS hotlines, Big Brothers/Big Sisters, nursing homes, and a school for the deaf. Additionally, HAVOC sponsors an annual Crop Walk, Ox-Fam fast, community service weekend, alternate break trips, and more. Community service provides experiential learning opportunities outside the classroom where students are exposed to values and life-styles different from their own.

The ABC House, located on campus, offers talented high school students from disadvantaged backgrounds a chance to increase their educational opportunities. Students from Hamilton serve both as resident and as non-resident tutors.

Campus Cultural Life

Art

The Fred L. Emerson Gallery in Christian A. Johnson Hall offers Hamilton students a lively and diverse program of exhibitions. Every year the Gallery features the best in contemporary art as well as exhibitions drawn from many cultures and historical periods. The 1994-95 schedule includes glass by Josh Simpson, photographs of Tibet by Heinrich Harrer, and works by contemporary Native American artists.

The Gallery also houses and exhibits works from the Hamilton College collection, accumulated over nearly two centuries: early nineteenth-century portraits of College notables, Greek vases and Roman glass, an important group of Native American objects, an extensive collection of Currier and Ives prints, and, more recently, the Walter Beinecke, Jr. collection of prints, drawings, and paintings related to the history of the Lesser Antilles.

The permanent collection has grown dramatically since the establishment of the Emerson Gallery. Thanks largely to alumni gifts, Hamilton now has significant holdings in American and British paintings and works on paper, and a growing collection of contemporary art. Use of the collections is facilitated by a study gallery set aside for student use. Work-study and volunteer positions at the Gallery provide valuable experience for students interested in careers in museum work and arts management.

Dance

Hamilton's dance program offers interested students a variety of opportunities. Student dancers take part in two major departmental productions each year. The fall dance concert is choreographed by faculty members, while students showcase their own choreography in the spring production. Once each year, guest artists are brought in to create an original piece performed by students. Many other department-sponsored events occur throughout the year as well, from choreographers' showcases to senior project performances.

Each year the Student Dance Alliance sponsors a variety of workshops open to all members of the college community regardless of skill level. In addition, the Hamilton Performing Arts series brings prestigious dancers and troupes to the stage of Wellin Hall in collaboration with the Department of Music.

Film

Two student-run film societies provide film entertainment on campus nearly every weekend that the College is in session. The Foreign and Fine Film Society brings foreign, classic, and fine films to campus. The Samuel Kirkland Film Society offers recent releases.

Among the selection of films shown on campus recently were *Gas, Food, Lodging, Much Ado About Nothing, The Three Musketeers, Delicatessen, Howards End, The Fugitive, Orlando,* and *In the Line of Fire.*

Music

The musical life of the College is lively and varied. The annual Music at Hamilton Artist Series of five concerts offers performances by such visiting artists as cellist Yo-Yo Ma, pianist Mitsuko Uchida, violinist Elmar Oliveira, clarinetist Richard Stoltzman, singers Maureen Forrester, the Empire Brass Quintet, Dizzy Gillespie, P.D.Q. Bach, and the Rochester Philharmonic. In addition, there are performances by faculty members and student ensembles, and numerous student recitals.

The Hamilton Performing Arts Series, presented in collaboration with the Department of Theatre and Dance, includes performances of progressive jazz, music from non-Western traditions, and folk music, as well as performances by dance companies. Recent seasons have included performances by the Silk and Bamboo Ensemble, Urban

Bush Women, the Chilean folk group Inti-Illimani, the Martha Graham Ensemble, the Women of the Calabash, the Kronos Quartet, Max Roach, Pauline Oliveros, Philip Glass, and others. The Department of Music also sponsors master classes by visiting artists and lectures on musical subjects by prominent scholars.

Other concerts on campus are offered by the Campus Activities Board. The Office of Multicultural Affairs also sponsors concerts from time to time.

The College Choir, founded in 1867, carries forward a long tradition of choral excellence. In addition to several concerts on campus and in neighboring communities, the Choir undertakes an annual concert tour during the spring recess. These tours have ranged from Boston to Chicago and Montreal to Savannah. In addition, the Choir has toured Europe seven times. Auditions are held during student orientation in the fall.

The College Orchestra was founded in 1970. In recent years it has performed symphonies by Beethoven, Mozart, and Schubert, as well as works by Brahms, Schumann, Berlioz, Wagner, Copland, and Ives. In recent years the orchestra has also commissioned works by composers from around the world. Student soloists, chosen by annual competition, also regularly perform concertos or arias with the Orchestra. In recent years the Orchestra has undertaken two tours, one in this country, the other in Europe. Auditions are held during student orientation each fall.

The College Hill Singers provides an opportunity for talented singers to participate in a variety of solo vocal ensembles. Repertoire is drawn from all periods of music history. Membership is limited to members of the College Choir.

The College and Community Oratorio Society, founded in 1975, performs major works with orchestra each semester. The Society is open to any member of the community, without audition. Interested singers may join by attending the first rehearsal of the term.

The College Hill Camerata, founded in 1983, is a chamber vocal ensemble with members drawn from the Oratorio Society and the College Choir.

The Brass Choir, founded in 1959, performs numerous times during the year, providing music for various College functions as well as giving concerts off campus, on its own, or in conjunction with the College Choir. Its repertory ranges from Josquin and Gabrieli to Hindemith and Dahl. Auditions are held during student orientation each fall.

The Woodwind Ensembles, founded in 1961, afford an opportunity for the study and performance of music for various combinations of wind instruments. They have performed works by Ibert, Mozart, Fine, and Richard Strauss. Auditions are held during student orientation each fall.

The Jazz Ensemble was founded in 1981 for the study and performance of a variety of jazz styles. It provides opportunities for students to study improvisation within a large ensemble context. The Ensemble performs several concerts on campus each year, and recently presented concerts throughout New England. Auditions are held during student orientation each fall.

The Buffers, Special K, and *the Hamiltones* are Hamilton's a cappella performance groups. All male, all female, and coeducational respectively, each group draws from varied repertoires ranging from traditional barbershop quartet melodies to contemporary music, and each mixes musical skill with humor to entertain audiences both at Hamilton and on tour. Auditions are held by announcement.

Vocal and instrumental instruction is available for those wishing to study music in the classic tradition. Most instruction on orchestral instruments is offered by members of the Syracuse Symphony or the Catskill Symphony. A fee is charged for such instruction, but students receiving financial aid may obtain assistance in meeting the cost. Inquiries should be addressed to the Music Department.

Instruments of various sorts are available for student use. The Music Department also maintains a well-equipped studio for electronic music that surpasses such facilities in many larger colleges and universities.

Theatre

Theatre program productions are always open to the entire student body. Normally the department produces two to three productions a year, in November and April, and October or February. Recent major faculty-directed productions have included Shakespeare's *Love's Labors' Lost*, Ford's *'Tis Pity She's a Whore*, Goldoni's *Il Campiello*, Beckett's *Waiting for Godot*, Miller's *The Crucible*, and Rozewicz's *Mariage Blanc*. In addition to these, the theatre program regularly produces student-directed one-acts, usually as part of the directing workshop or as senior projects. This past year theatre majors presented six one-acts as part of their senior projects involving over 100 other students.

Auditions for theatre program productions are open to all students and are held early each semester. Technical and managerial positions are also available.

The Alexander Hamilton Players was founded in 1972 by a group of students interested in staging the musical *1776*. The players specialize in musical theater and comedy. Each year they produce the best entries in the Wallace Bradley Johnson Playwriting Competition. Membership is open to all who have an interest in singing, stagecraft, acting, or participation in the Players' orchestra.

Lectures and Performances

Numerous lectures and live performances are provided during the year for the Hamilton community from the income of endowments established for those purposes and augmented by general College funds.

The Lee H. Bristol Endowment for the Performing Arts was established in memory of Lee H. Bristol, Jr., Class of 1945, to bring performing artists to the College.

The Richard P. Butrick Lecture Fund was established by the Honorable Richard P. Butrick, a retired diplomat, to support an annual lecture or lectures.

The Continental Group American Economy Lecture Series was established in 1980 by the Continental Can Company to provide lectures dealing with the American economy in conjunction with the Public Policy Program.

The Ralph E. and Doris M. Hansmann Lecture Series was established in 1993 in honor of Mr. Hansmann, Class of 1940, and his wife, to support annual lectures in the field of public policy.

The Terry Herrick Memorial Fund for Industrial Relations Study was established in 1981 by alumni and friends in memory of Horace Terhune Herrick, Jr., Class of 1942, to support lectures on subjects relating to labor, management, and productivity.

The Victor S. Johnson Family Lecture Fund was established in 1987 to bring to the campus alumni, public figures, scholars, and others who have distinguished themselves in their respective careers and are recognized leaders in their field, to address a significant aspect of American life and thought.

The Edwin B. Lee Lecture Fund in Asian Studies was established in 1990 by former students and friends of Professor Lee to bring to the College each year a distinguished lecturer in the field of Asian studies.

The Helen B. Longshore Memorial Endowment was established by Helen B. Longshore, a friend of the College, to support the College's music programs and activities.

The James S. Plant Distinguished Scientist Lecture Series was established in 1987 through a bequest of Dr. Plant, Class of 1912 and an eminent child psychiatrist, to bring to the campus outstanding scientists as guest lecturers.

The James T. and Laura C. Rhind Fund was established to bring to the campus fine arts performances or exhibitions with merit, with preference for the field of music.

The John Ripley Myers Lecture Fund was established in 1912 by Mary H. Myers in memory of her son, John Ripley Myers, Class of 1887, to support annual lectures in areas not covered by the curriculum.

The William Roehrick Emerson Gallery Lecture Fund, was established in 1988 in honor of William G. Roehrick, Class of 1934, to support annual lectures by distinguished scholars in the fine arts.

The Root-Jessup Lecture Series, sponsored by the Root-Jessup Public Affairs Council, brings public figures to the campus to speak on issues of current nationwide interest.

The Reverend Alexander Thompson Memorial Lecture Fund was established with a bequest from Luranah H. Thompson in memory of her husband, the Reverend Alexander Thompson, Class of 1906, to support an annual lecture.

The Winton Tolles Lecture Series was established in 1991 by members of the Class of 1951 in memory of Winton Tolles, Class of 1928 and Dean of the College from 1947 to 1972. It brings to the campus distinguished writers in the fields of literature, journalism, and theater to lecture and meet with students.

The Chauncey S. Truax Memorial Fund was established in 1956 by R. Hawley Truax, Class of 1909, in memory of his father, Chauncey S. Truax, Class of 1875, to bring to the College distinguished guest lecturers and visiting scholars in the field of philosophy.

The Arthur Coleman Tuggle Lecture Fund was established by Clyde C. Tuggle, Class of 1984, in memory of his father. Speakers are brought to Hamilton under this program to address current ethical issues.

The Winslow Lecture Fund was established with a bequest from William Copley Winslow, Class of 1862, to support lectures on classical archaeology.

The Frank H. Wood Memorial Lecture Fund was established by alumni and friends in memory of Frank Hoyt Wood, for many years a professor of political science at Hamilton, to support lectures in history, political science, or matters of current general interest.

Athletic Programs and Facilities

Athletic Facilities

The College has greatly expanded and improved its athletic facilities in recent years. The Alumni Gymnasium, containing a basketball court, four squash courts, and a weight room, was renovated in 1978. A spacious lobby connects the gymnasium with the Russell Sage Hockey Rink, the nation's oldest college indoor hockey facility newly renovated in 1993, and with the Margaret Bundy Scott Field House to form the Athletic Center.

The Scott Field House, a 55,000-square-foot multipurpose athletic structure built in 1978, contains three regulation-size basketball courts and can seat 2,000 spectators. It also houses a six-lane, 200-meter urethene running track and indoor courts for tennis, handball, racquetball, squash, and volleyball. The playing surface can accommodate practices for outdoor varsity sports during inclement weather. Connected with the Athletic Center is the William M. Bristol, Jr. Swimming Pool, completed in the fall of 1988. An eight-lane "stretch" pool with a movable bulkhead permitting division into a diving area and a swimming area, it provides Hamilton with the most modern of aquatic facilities that fully meet intercollegiate standards for competition.

In 1993, the Ade Fitness Center became the most recent addition to the athletic facilities. The state-of-the-art workout room contains a variety of exercise equipment, including stair machines, rowing machines, bicycles, NordicTracks, and Heartline machines. The fitness center provides high-quality exercise facilities to all members of the Hamilton community.

Adjacent to the Athletic Center are playing fields for football and baseball, and 10 all-weather tennis courts. Nearby are a nine-hole golf course covering 65 acres of the campus, two platform tennis courts, and the Whitney T. Ferguson III Intramural Fields. The William D. Love Field, which also comprises the 400-meter Walter H. Pritchard Track, is used throughout the year for a variety of sports, including soccer, lacrosse, and field hockey, as well as track and field.

Athletic Policy

The primary emphasis of the athletic program at Hamilton College is upon the educational value of athletics rather than upon athletics as a public entertainment or as a source of financial income. The College, through its Physical Education Department, provides a fourfold program in athletics: recreational play, instruction in physical education, intramural competition, and intercollegiate programs. Hamilton thereby continues its long tradition of encouraging not only the acquisition of knowledge but also the enjoyment of physical activity and the attainment of skills that will provide lifelong satisfaction.

Physical Education (See Courses of Instruction.)

Intramural Activities

The Intramural program offers opportunities for participation in a wide variety of sports conducted under the supervision of the Intramural Council and a departmental advisor. The program is especially designed to encourage participation by students who enjoy competition but whose skills or interests are not of intercollegiate calibre. An intramural handbook is published annually and is available to all members of the community.

Intercollegiate Athletics

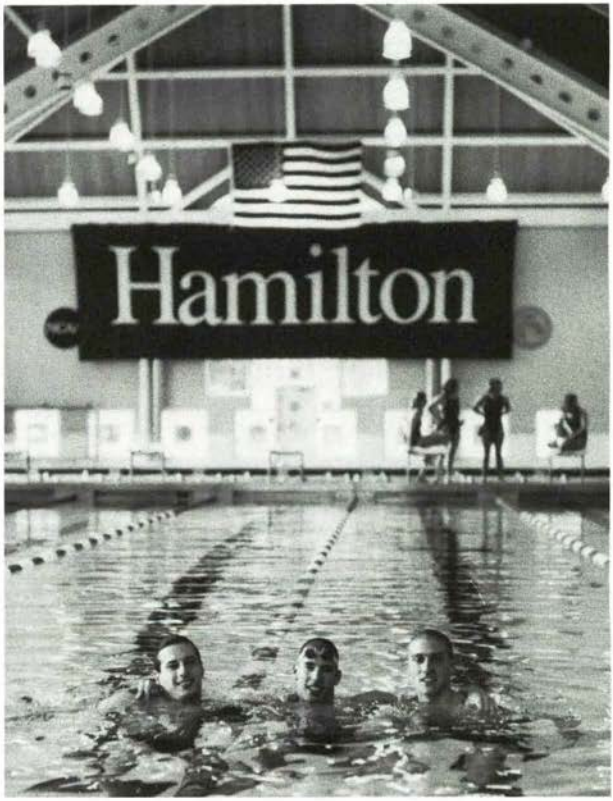
The College is committed to a representative intercollegiate program. It is also committed to seeking fine student-athletes who value and respect the fundamental educational goals of the College.

The College sponsors men's varsity teams in baseball, basketball, cross country, football, golf, hockey, lacrosse, soccer, squash, swimming, tennis, and track (winter/spring); and women's varsity teams in basketball, cross country, field hockey, lacrosse, soccer, softball, squash, swimming, tennis, track (winter/spring), and volleyball.

Hamilton is a member of the New England Small College Athletic Conference (NESCAC), the Eastern College Athletic Conference (ECAC), the New York State Women's Collegiate Athletic Association (NYSWCAA), and the National Collegiate Athletic Association (NCAA). The other members of NESCAC are Amherst, Bates, Bowdoin, Colby, Connecticut College, Middlebury, Trinity, Tufts, Wesleyan, and Williams. The Conference balances athletic involvement with high academic standards.

Club Sports

The Physical Education Department supports the following Club programs: the Bicycle Co-op, men's and women's crew, equestrian, fencing, women's ice hockey, martial arts/judo, the Outing Club, men's and women's rugby, sailing, ski racing, ultimate frisbee, men's volleyball, and water polo.



Africana Studies

Faculty
Vincent Odamtten, *Program Director* (S)
Joseph C. Dorsey

The program in Africana Studies offers interdisciplinary study of the history, culture, and politics of people of African descent. It focuses on four geographic areas: Africa, Latin America, the Caribbean, and the United States. The program aims to develop students' critical and analytical skills and to promote scholarship within the Africana field of study.

A concentration in the Africana Studies program consists of eight courses: Africana Studies 101 and 500, and six approved electives in Africana Studies. No more than three electives may be chosen from either the social and historical sciences or the arts and humanities. At least three must be at or above the 300-level. Concentrators are required to have a basic working knowledge of an appropriate language other than English. The program will accept study abroad and/or coursework in overseas programs toward the concentration with the approval of the Program Director. Before electing a concentration in the program, students must meet with the Director to design a program of study, planning in advance so that they will be able to complete prerequisites for courses counting toward the concentration. Students must submit a concentration proposal to the Africana Studies Program Committee (which consists of the Director and at least one other faculty member), explaining the relationships between the areas to be studied. Concentrators in Africana Studies are strongly advised to select a minor in a single discipline.

The Senior Program in Africana Studies (500) is an interdisciplinary project culminating in a thesis, performance, or exhibition. The project, which must be approved by the Committee, is to be supervised by two faculty members, one of whom must be a member of the Africana Studies Program. Students who have an average of 88 or higher in the concentration may receive honors through distinguished work in 500. A complete description of the Senior Program is available from the Program Director.

A minor in Africana Studies must include 101 and four electives in Africana Studies displaying a balance between the social and historical sciences and the arts and humanities, and two of which must be at or above the 300-level. Students interested in Africana Studies should consult with the Program Director, Professor Odamtten (English), or with another member of the Committee, which for 1994-95 consists of Professors Allison Dorsey-Ward (History), Joseph Dorsey (Africana Studies), Shelley Haley (Classics), Stephen Orvis (Government), and Robert Paquette (History).

101F Introduction to Africana Studies. An interdisciplinary study of African cultures and history. Survey of pre-colonial African societies from pharaonic Egypt to the Mandinka expansions of Samori Toure. Critical discussion of stateless societies and state formation; social and political institutions; ethics systems; urban and rural lifestyles; women, marriage, and the family; commercial patterns and the dynamics of outside influences, such as the Atlantic slave trade and the spread of Islam and Christianity. Also, discussion of the interdisciplinary nature, methods, and development of Africana/Black Studies. The Program.

102F Atlantic World in the Era of the Slave Trade. For full description, see History 102. Maximum enrollment, 40. Paquette.

103F Principles of Geology: The Geology and Development of Modern Africa. For full description, see Geology 103. Not open to students who have taken any other course in Principles of Geology. Maximum enrollment, 50. Tewksbury.

160F,S History of Jazz. For full description, see Music 160. Maximum enrollment, 40. Woods.

203F African-American History to 1865. For full description, see History 203. Prerequisite, 101, or one 100-level history course, or consent of instructor. Maximum enrollment, 40. Dorsey-Ward.

204S African-American History from 1865 to the Present. For full description, see History 204. Prerequisite, 101, or one 100-level history course, or consent of instructor. Maximum enrollment, 40. Dorsey-Ward.

[205F] White Words, Black Voices: Afro-English Dialectology. A study of dialects and creoles in the Western hemisphere arising from the contact of English dialects and African languages. Emphasis on the processes of pidginization, creolization, and language diffusion. Study of texts drawn from the Caribbean and the Americas in the eighteenth and early nineteenth centuries. No prerequisites but knowledge of a foreign language beneficial. Maximum enrollment, 40.

218S Politics of Africa. For full description, see Government 218. Prerequisite, 101 or Government 112 or 114. Maximum enrollment, 40. Orvis.

[224S] Southern Africa in Transition. For full description, see Government 224.

227F Introduction to African-American Literature. For full description, see English 227. Prerequisite, English 150 or consent of instructor. Open to sophomores, juniors, and seniors only. Maximum enrollment, 40. Odamtten.

248F African Dimensions in Latin America. Explores the varieties of the black experience in colonial Latin America from the Columbian voyages to 1898. Major topics include the Atlantic slave trade, slavery and race relations, labor differentiation, slave resistance, sex versus gender, family life, military life, manumission patterns, African cultural diffusion, aggregate emancipation processes, and comparative determinants of social integration. (Writing-intensive.) Prerequisite, 101, or History 102 or 108. (Same as History 248.) Maximum enrollment, 20. J. Dorsey.

[260S] Survey of Caribbean and Latin American Literature in Translation. A survey of twentieth century works written by people of African descent in the French, Dutch, Spanish, and/or Portuguese languages in the Caribbean and Latin America. Focuses on the relationship between history and literary production. Prerequisite, 101 or consent of instructor. Open to sophomores, juniors, and seniors only. (Same as Comparative Literature 260.) (Next offered 1995-96.) Maximum enrollment, 40.

302F Black Reconstruction. For full description, see History 302. (Writing-intensive.) Prerequisite, 203, or History 251, or consent of instructor. Maximum enrollment, 20. Dorsey-Ward.

310S African-American Women's History. For full description, see History 310. (Writing-intensive.) Prerequisite, 203 or 204, or consent of instructor. Maximum enrollment, 20. Dorsey-Ward.

312F African-American Philosophy. For full description, see Philosophy 312. (Writing-intensive.) Open to sophomores, juniors, and seniors only. Maximum enrollment, 20. Outlaw.

315S Comparative Slave Narratives. Drawing from a number of sources, a comparative study of late eighteenth and nineteenth century slave narratives from the United States, Cuba, West Africa, and Brazil. Using interdisciplinary methods of criticism and social and political theory, emphasizes how these works reveal the contents of slave life and the society that created it. (Writing-intensive.) Prerequisite, 101, or History 102 or 108. (Offered in alternate years.) Maximum enrollment, 20. J. Dorsey.

319F Major Caribbean Writers. For full description, see English 319. Prerequisite, English 150 or 200, or another writing-intensive course in literature with consent of the Department. Maximum enrollment, 40. D'Costa.

[329F] Studies in Contemporary African Literature. For full description, see English 329.

339F Studies in Africana Literary Movements. For full description, see English 339. Prerequisite, English 200 or Comparative Literature 211 or 212. Open to sophomores, juniors, and seniors only. Maximum enrollment, 40. Odamtten.

350F Slavery and the Civil War. For full description, see History 350. (Writing-intensive.) Prerequisite, 101, or History 251, or consent of instructor. Maximum enrollment, 20. Paquette.

374F Ancient Egypt. For full description, see Classical Studies 374. (Writing-intensive.) Prerequisite, 101 or Classical Studies 110 or 240, or History 110. Maximum enrollment, 20. Haley.

385S Topics in African History. Historiographic examination of a topic in modern African history, from 1884 to the present. (Writing-intensive.) Prerequisite, any 200-level course in Africana Studies or history. (Same as History 385.) Maximum enrollment, 20. J. Dorsey.

430F Seminar: Contemporary African-American Literature. For full description, see English 430. Prerequisite, English 200, or Comparative Literature 211 or 212. Open to juniors and seniors only. Maximum enrollment, 12. Odamtten.

450S Seminar: African Liberation and Social Theory. An examination of modern liberation movements from the slave barracks along the West African littoral and the trans-Atlantic slave ships to urban and rural settings throughout the Americas. Includes surveying, categorizing, and assessing the course of these movements from the colonial Americas to present-day South Africa, using interdisciplinary methods. Also, analysis of specific liberation movements and the applicability of given social theories. Prerequisite, 101 and at least two other courses in Africana Studies, or consent of instructor. Maximum enrollment, 12. J. Dorsey.

500F,S Senior Program. An interdisciplinary project, to be approved by the Committee. Limited to senior concentrators. The Program.

American Studies

The American Studies Program offers students an opportunity to study American civilization from a variety of perspectives and through the methodologies of different intellectual disciplines. Specialized studies in all fields of learning dealing with the United States are included in the program, and the impact of these studies is reflected in the work of the American Studies introductory course (201), the American Studies Seminar (380), and the Senior Project (550).

Students work closely with faculty members in developing an individualized plan of study that brings at least two disciplinary perspectives to bear on a major topic in American culture. Early in the first semester of the junior year, each student must submit a concentration proposal outlining the particular goals and areas of concern to be explored. The proposal should also indicate how the courses comprise a coherent plan toward those ends.

The concentration consists of 10 courses comprising a program approved by the American Studies Committee. It includes 201, taken in the sophomore or junior year, followed by 380, which concentrators may take during their junior or senior year. All concentrators must also complete 550, the Senior Project, an interdisciplinary exploration of a major theme in American civilization.

Students who have earned a B+ (88) average in the concentration may receive honors in American Studies through distinguished work on the Senior Project.

Faculty members directing the program are specialists in American civilization and are committed to an interdisciplinary approach to the study of American culture. Students interested in the concentration should consult as early as possible with the program's Director, Maurice Isserman (History), or with another member of the American Studies Committee, which for 1994-95 includes Vincent Auger (Government), Elizabeth Jensen (Economics), and Peter Rabinowitz (Comparative Literature).

201S Introduction to American Studies. An interdisciplinary approach to the study of civilization in the United States. Emphasis on recurring historical themes in our national culture such as the frontier, domesticity, the self-made man, immigration, and war. (Writing-intensive.) Prerequisite, one 100-level history course, or English 150 or 200. (Same as History 201.) Maximum enrollment in each section, 20. Isserman.

380F Seminar in American Studies. Topic for 1994-95: Poverty in American Culture and History. (Writing-intensive.) Prerequisite, 201 or consent of instructor. (Same as History 380.) Maximum enrollment, 12. Isserman.

550F,S Senior Project. A program limited to senior concentrators, resulting in a thesis supervised by readers from two disciplines. The Committee.

The American Studies courses assume a general familiarity with American history and literature. Concentrators are expected to take two courses in *each* of these disciplines. The American Studies Committee strongly urges concentrators to choose options from the courses listed below. For complete information about each, including prerequisites, enrollment limits, and when a course is offered, consult the full descriptions under the appropriate departments and programs.

American Literature

English 307	**Nineteenth Century American Literature**
or	
English 309	**Early Twentieth Century American Literature**

plus one course from such other options as:

English 227	**Introduction to African-American Literature**
English 275	**Contemporary American Fiction**
English 285	**The Puritan Literary Tradition: 1620-1720**

English 301	Faulkner and Southern Literature
English 430	Seminar: Contemporary African-American Literature
English 433	Seminar: Faulkner and Other Writers of the Modern South

American History

History 241	**American Colonial History**
or	
History 251	**Nineteenth Century America**
or	
History 253	**Recent American History**

plus one course from such other options as:

History 203	**African-American History to 1865**
History 204	**African-American History from 1865 to the Present**
History 242	**The Old South: From Colony to Nation**
History 277	**Conservative Thought in the United States**
History 302	**Black Reconstruction**
History 310	**African-American Women's History**
History 341	**Studies in American Colonial History**
History 343	**Seminar: Revolutionary America**
History 350	**Slavery and the Civil War**
History 352	**Women and the American Social Reform Tradition**
History 353	**Seminar in Recent U.S. History**
History 359	**Studies in American Progressivism**
History 378	**Topics in American Biography**

In addition, the following courses are recommended for concentrators:

Anthropology 113	**Introduction to Anthropology: Cultural Anthropology**
Anthropology 114	**Introduction to Anthropology: Cultural Diversity**
Art 259	**American Art**
Art 359	**American Architecture Before the Civil War**
Economics 365	**Economic Analysis of American History**
Government 116	**The American Political Process**
Government 221	**Political Parties and Interest Groups**
Government 227	**State and Local Politics**
Government 241	**Survey of Constitutional Law**
Government 270	**Democratic Theory**
Government 290	**U.S. Foreign Policy**
Government 291	**Political Economy of North-South Relations**
Government 329	**The American Electoral Process**
Government 334	**Congress and the Presidency**
Government 335	**The Criminal Justice System**
Government 376	**American Political Tradition**
Philosophy 222	**Contemporary Moral Issues**
Religious Studies 281	**The American Jewish Experience**
Rhetoric and Communication 192	**Understanding Mass Media**
Sociology 110	**American Sociology**
Sociology 204	**Social Class in American Society**
Sociology 272	**Sociology of Poverty**
Sociology 315	**Seminar on Poverty and Homelessness**
Spanish 230	**The Latino Experience**

Anthropology

Faculty
Charlotte Beck, *Chair*
George T. Jones
Douglas Raybeck (S)
Henry J. Rutz
Bonnie Urciuoli

The Department offers two tracks within the concentration of Anthropology: Cultural Anthropology and Archaeology. A student must choose one of these two tracks.

Cultural Anthropology

A track in Cultural Anthropology consists of a minimum of nine courses: 106 or 107, 113 or 114, 125, 358 and 440, and five other courses, one of which must focus on a culture area. Prospective concentrators are encouraged to take 358 as early as possible because it must be completed by the end of the junior year. All concentrators, especially those planning graduate studies, are advised to take a course in statistics.

Concentrators must fulfill their senior project requirement through satisfactory completion of the Senior Seminar (440), which emphasizes the critical evaluation of scholarship as well as primary data culminating in a research paper.

Concentrators with a departmental average of 88 or higher at the close of their senior fall semester and a B+ or better in the Senior Seminar may pursue honors through 560, an individual project under the direct supervision of a member of the Department. To receive honors, a grade of A− or higher must be earned on the resulting thesis.

Archaeology

A track in Archaeology consists of a minimum of nine courses: 106 or 107, 113 or 114, 325, 358, and 451, and four other courses, one of which must be 234, 242, 243, or 245. Additionally, students are strongly encouraged to take the field course (280) and 334, as well as a statistics course and courses in geology, biology, or chemistry. Prospective concentrators are encouraged to take 325 and 358 as early as possible because both must be completed by the end of the junior year.

Concentrators must fulfill their senior project requirements through satisfactory completion of the Senior Seminar (441), which emphasizes the critical evaluation of scholarship as well as primary data culminating in a research paper.

Concentrators with a departmental average of 88 or higher at the close of their senior fall semester and a B+ or better in the Senior Seminar may pursue honors through 560, an individual project under the direct supervision of a member of the Department. To receive honors, a grade of A− or higher must be earned on the resulting thesis.

Minor in Anthropology

A minor in Anthropology consists of one course from among 106, 107, 113, and 114, and four other courses approved by the Department, one of which must be at the 300 level.

106F,S Principles of Archaeology. An introduction to the fundamentals of archaeology, with emphasis on evolutionary principles. Topics include a review of archaeological field methods such as sampling, survey, and excavation, and analytic methods such as dating, typology, and formation processes. Three hours of class and one hour of laboratory. Maximum enrollment, 24. Beck (Fall); Jones (Spring).

[107S] Humans and the Ice Age Earth. An introduction to archaeologic and geologic studies as they are applied to climate changes and related human adaptations. Focuses on stratigraphic principles, environmental reconstructions, archaeologic field methods, chronologic methods, and the impact of climate changes during the past 2.5

million years. Three hours of class and one hour of laboratory/discussion. Not open to students who have taken any other course in Principles of Geology. (Same as Geology 107.) (Next offered 1995-96.) Maximum enrollment, 50.

113F Introduction to Anthropology: Cultural Anthropology. Cross-cultural approaches to the study of social structure, polity, economic behavior, and belief systems. Anthropological methods of analysis of nonliterate, peasant, and complex contemporary societies. Not open to students who have taken 114. Maximum enrollment in each section, 40. Raybeck.

114S Introduction to Anthropology: Cultural Diversity. Analysis of cultural difference on global, national, and local scales. Cultural practices and their relation to resource allocation and the distribution of power. A cultural account of race, class, ethnicity, and gender. Not open to students who have taken 113. Maximum enrollment in each section, 40. Rutz.

125S Language and Culture. The relationship of language to social structure and cultural life. Topics include basic linguistic principles (the structure of sounds, words, and grammar), cross-cultural perspectives on language and meaning, the ethnography of communication and linguistic aspects of social inequality (race, class, and gender). (Same as Rhetoric and Communication 125.) Maximum enrollment, 40. Urciuoli.

201S Linguistic Theory: An Introduction. A general examination of the nature of language. Topics include the nature of sound, grammar, semantics, and syntax; history of ideas about language; philosophical and cognitive aspects of language; structural and generative approaches to the analysis of language. (Same as Rhetoric and Communication 201.) Maximum enrollment, 40. Urciuoli.

[208F] The Pacific Islands. Western impact and responses of indigenous peoples of Polynesia, Melanesia, and Micronesia. Origin and migration of Pacific peoples, human adaptation to island ecology, cultural diversity, colonialism and nationalism, cultural change and survival. Prerequisite, 113 or 114, or consent of instructor. (Next offered 1995-96.) Maximum enrollment, 40.

221F Evolution of Economy and Society. Comparative study of precapitalist modes of livelihood. Emphasis on simple modeling of production, distribution, and exchange. Some attention paid to problems of capitalist development. Topics include relationship between rationality and culture, property rights over things and persons, gender and the division of labor, relations of power, and socially necessary consumption. (Writing-intensive.) Prerequisite, 113 or 114, or consent of instructor. Maximum enrollment, 20. Rutz.

[224S] Peoples of Island Southeast Asia. A study of peoples and cultures of island Southeast Asia, with an emphasis on syncretic traditions in Malaysia and Indonesia. Prerequisite, 113 or 114, or consent of instructor. Maximum enrollment, 40.

[225S] Phonetics and Phonology: The Analysis of Sound. How the sounds of language are produced. The structure of sound systems in a variety of languages (including non-European). Organization of field projects: data collection, transcription, analysis. (Same as Rhetoric and Communication 225.) (Next offered 1995-96.) Maximum enrollment, 12.

[234S] The Rise of Prehistoric Civilization. A study of the developments leading to the earliest civilizations in the Old and New Worlds. Starting with the late Paleolithic and early Neolithic periods, discussions of theories about the beginnings of agriculture and the rise of the state. Prerequisite, 106 or 107. (Next offered 1995-96.) Maximum enrollment, 40.

[241S] Native North Americans. Examination of Native North American cultures from European contact to the present. Emphasis on cultures at time of contact and on relationships between native populations and Europeans, including discussion of current problems. (Writing-intensive.) Prerequisite, 113 or 114, or consent of instructor. (Next offered 1996-97.) Maximum enrollment, 20.

242S Peoples of the American Desert West. The history and prehistory of cultural development in the Desert West, including the Great Basin, California, and the American Southwest. Topics include early inhabitants, the introduction of agriculture, European contact, and historic ethnographic populations. Prerequisite, 106 or 107. Maximum enrollment, 40. Beck.

243S North American Prehistory. The history of Native American cultural development north of the Rio Grande prior to European contact. Topics include the timing and effects of human entry into North America, ice-age adaptations, plant and animal domestication, agriculture and beginnings of complex societies. Prerequisite, 106 or 107, or consent of instructor. Maximum enrollment, 40. Jones.

245S Human Ancestors. A review of the biological and cultural evolution of humans. Topics include human uniqueness, race, and biological diversity, the earliest humans in Africa, the Eve theory, and the first modern humans. Includes laboratory in human osteology. Prerequisite, 106 or 107, or consent of instructor. Maximum enrollment, 24. Jones.

254F Gender Roles in Comparative Perspective. An examination of gender roles from the cross-cultural perspective of anthropology. Comparison of the physiological and psychological evidence for gender differences with the social classifications of gender differences. Socialization, family roles, and the allocation of power within gender roles. Prerequisite, 113 or 114, or consent of instructor. Maximum enrollment, 40. Raybeck.

255F Amercian Discourses. Focus for 1994-95: Race, Ethnicity, and Class. An analysis of media, legal, and other public discourses that shape defining aspects of American national identity. Prerequisite, 113 or 114, or Rhetoric and Communication 101, or consent of instructor. (Same as Rhetoric and Communication 255.) Maximum enrollment, 40. Urciuoli.

[258S] Nonverbal Communication and Social Interaction. Description and analysis of subtle social structuring underlying social interaction. The relevance of kinesics and proxemics for the study of covert aspects of social behavior. Development of students' observational skills in laboratory and occasional field trips. Prerequisite, 113 or 114, or Psychology 101, or consent of instructor. (Same as Rhetoric and Communication 258.) (Next offered 1995-96.) Maximum enrollment, 40.

270F The Ethnography of Communication. Focus for 1994-95: Hispanic Bilingualism in the U.S. Theory and analysis of language use. The effect of social context and relationships on language and meaning. (Writing-intensive.) Prerequisite, 113, 114, or 125, or Rhetoric and Communication 101, or consent of instructor. (Same as Rhetoric and Communication 270.) Maximum enrollment, 20. Urciuoli.

[272S] Culture and Consumption. An anthropological perspective on American middle-class culture. Topics include the making of consumer culture, changing concepts of work and leisure, the uses and meanings of daily consumption rituals, advertising and the production of culture, and household technology and productive consumption. Prerequisite, 113 or 114, or consent of instructor. (Next offered 1995-96.) Maximum enrollment, 40.

280Su Archaeological Field Course. A six-week introduction to archaeological field methods. Excavation, survey, and mapping of prehistoric hunter-gatherer sites in basin and upland habitats of the eastern Nevada desert. Prerequisite, 106 or 107, and 242. Extra cost. Two-credit course, of which one may be counted toward the concentration. Maximum enrollment, 12; minimum, 8. Beck and Jones.

301S Culture and Time. Analysis of time in a cultural and historical perspective. Development of time concepts and time-reckoning systems. Politics of time. (Writing-intensive.) Prerequisite, 113 or 114, and junior or senior standing, or consent of instructor. Maximum enrollment, 20. Rutz.

[315S] Writing Culture. History and analysis of ethnographic writing with particular attention to the politics of description. (Writing-intensive.) Prerequisite, 113, 114, or 125, or Rhetoric and Communication 101, or consent of instructor. (Same as Rhetoric and Communication 315.) (Next offered 1996-97.) Maximum enrollment, 20.

325F Analytic Methods in Archaeology. A survey of analytic techniques central to archaeological and paleoecological interpretation. Laboratory performance of artifact analysis and classification, computer-aided data management, and statistical analysis. Three hours of class and three hours of laboratory. Prerequisite, 106 or 107. Maximum enrollment, 8. Beck and Jones.

[330S] Anthropology of Deviance. An examination of deviance in cross-cultural perspective. Formal and informal sanctions in state and non-state societies. Comparative theoretical approaches to deviance, including functionalist, conflict, control, and labeling theories. Prerequisite, 113 or 114, or consent of instructor. (Next offered 1996-97.) Maximum enrollment, 40.

[333F] Psychological Anthropology. A survey of psychological problems in a cross-cultural context. The role of psychological processes in the formation, maintenance, and change of social and cultural systems. The relationship between personality and culture, the varying ways in which culture and language influence social and environmental perceptions, and the nature-nurture argument. Prerequisite, 113 or 114, a psychology course, and junior or senior standing, or consent of instructor. (Next offered 1995-96.)

[334S] Method and Theory in Archaeology. An examination of modern methodological and theoretical approaches and problems in American archaeology. Sampling, research design, and typology; reconstruction of social organization; history of the discipline. Prerequisite, 106 or 107, and 113 or 114. (Next offered 1995-96.) Maximum enrollment, 12.

358F History of Anthropological Ideas. A consideration of major paradigms in anthropology from the nineteenth century to the present. The influence of various theoretical perspectives on ethnographic and archaeological description and analysis. Prerequisite, 106 or 107, or 113 or 114. Jones and Rutz.

440F Senior Seminar in Cultural Anthropology. Critical evaluation of selected topics in cultural anthropology. Primary research, culminating in a paper for fulfillment of the senior project. Raybeck, Rutz, and Urciuoli.

441F Senior Seminar in Archaeology. Critical evaluation of selected topics in archaeology. Primary research, culminating in a paper for fulfillment of the senior project. Jones.

450S Senior Project in Cultural Anthropology. For students continuing their senior projects in Cultural Anthropology for a second semester but who are not pursuing honors. Continuation of participation in 440. The Department.

451S Senior Project in Archaeology. For students continuing their senior projects in Archaeology for a second semester but who are not pursuing honors. Continuation of participation in 441. The Department.

560S Honors Thesis. A thesis supervised by at least one member of the Department. Continuation of participation in 440 or 441. The Department.

Arabic

See Critical Languages

Art

Faculty
Deborah F. Pokinski, *Chair*
Rand Carter
Elizabeth Childs-Johnson (S)
L. Ella Gant (S)
Louanne G. Getty
John C. McEnroe
Robert B. Muirhead
Robert C. Palusky (F)
William Salzillo

Special Appointment
Scott MacDonald

The Art Department offers concentrations in both the History of Art and Studio Art. Because 100-level courses are introductory, students should elect to take such courses by the end of the sophomore year.

History of Art

A concentration in the History of Art consists of 104 and nine additional courses including a choice of 248, 261, 266, or 270; either 254 or 258; 282; 285; either 292 or 293; one 300-level course; two electives (one of which may be a second Studio Art course); and a seminar taken during either semester of the senior year. The Senior Project in the History of Art includes an extensive research paper prepared in connection with the senior-year seminar and its oral presentation before the Department. A complete description of the Senior Project is available in List 111. Honors in the History of Art will be awarded on the basis of a cumulative average of 88 or above in coursework toward the concentration and distinguished achievement on the Senior Project. Students planning to apply for graduate studies in the History of Art are advised to acquire or consolidate a fluency in at least one modern foreign and one ancient language. A minor in the History of Art consists of 104 and four additional courses in the History of Art including at least one pre-modern or Asian course.

Studio Art

A concentration in Studio Art consists of 104 and either 151, 152 (or 150) or 154; at least one additional course in the History of Art; and seven additional Studio Art courses including one in each of the following categories:

1) Painting and Printmaking
2) Ceramics and Sculpture
3) Photography and Video

and a minimum of one 300-level course. Honors in Studio Art will be awarded on the basis of a cumulative average of 88 or above in coursework toward the concentration and distinguished performance in 501-502 (Senior Project), which is required of all Studio Art concentrators. A complete description of the Senior Project is available in List 111. A minor in Studio Art consists of 104, a choice of either 151, 152 (or 150), or 154, and three additional Studio Art courses.

Students interested in preparing for a professional school of architecture should consult with Professor Carter as early as possible.

History of Art

151F Architecture and the Environment. A critical and historical introduction to the study of human intervention in the environment, considering such issues as the alleviation of biological and psychological stress through architectural design, social purpose, and formal significance. Individual buildings examined in relation to their urban and natural contexts. Maximum enrollment, 40. Carter.

152F,S Introduction to Western Art. The role of works of art in intellectual history. Readings on the broad historical background; class discussion of represen-

tative examples from various periods in an effort to gain fluency in reading and comprehending visual forms. Not open to seniors (or to students who have taken 150). Maximum enrollment in each section, 40. McEnroe (Fall); Pokinski (Spring).

154F Introduction to East Asian Art. An introduction, from a religio-historic and stylistic perspective, to major artistic monuments of India, China, Japan, Korea, and Southeast Asia. Monuments of different religious and philosophic inspiration, including Hindu and Buddhist, Confucian and Daoist, Shinto and Mughal, analyzed and compared with the aim of understanding native cultural expression. Not open to seniors. Childs-Johnson.

190F Language of Film. Introductory survey of the development of the grammar of film. Screenings, lectures, and readings exploring history, theory, and aesthetic principles of film. Students' papers based on screenings. Four hours. Maximum enrollment, 40. MacDonald.

[248S] Arts of Buddhism. An introduction to the doctrine and art of Buddhism from its origins in India and expansion to Central Asia, the Far East, and Southeast Asia.

250F Women in Art. An examination of the Western tradition in art from the perspective of women. Topics include women as artists, images of women in art, the writing of the history of art, and cultural values that have affected women's participation in artistic life. Prerequisite, 152 or consent of instructor. Maximum enrollment, 40. Pokinski.

254F Japanese Art. An introduction to art and architecture of Japan from the Jomon to Edo periods. Distinctive Japanese arts such as Shinto architecture, handscroll illustration, Zen gardens, ink painting, and wood-block printing analyzed against a religio-cultural background. Childs-Johnson.

258F Chinese Art: From Jade-Working to Monumental Landscape Painting. An introduction to major arts and architecture of China from the Late Neolithic to Yuan periods. Major artistic traditions, including ritual bronze and jade-working, Buddhist cave-temple sculpture, ceramics, calligraphy, landscape painting, gardens, and imperial architecture analyzed against a religio-cultural background. Childs-Johnson.

[259F] American Art. Development of painting and architecture in the United States with emphasis on the nineteenth and early twentieth centuries. Prerequisite, one course in the history of art or American studies. (Offered in alternate years; next offered 1995-96.) Maximum enrollment, 40.

261S Ancient Art. The art of Egypt, Mesopotamia, Crete, Greece, and Rome in relation to the philosophical, religious, literary, and political concepts of the times. (Same as Classical Studies 261.) McEnroe.

[266S] Art of the Islamic World. The Near and Middle Eastern origins, the classical inheritance, and the eastern and western diffusion of Islamic civilization.

[270S] Medieval Art. Study of the Early Christian and Byzantine tradition, as well as the development in Western Europe from Hiberno-Saxon art through the Carolingian, Ottonian, Romanesque, and Gothic periods. Prerequisite, 152 (150) or consent of instructor. (Offered in alternate years; next offered 1995-96.)

282S The Renaissance. The stylistic development of Renaissance art, from its roots in the fourteenth century to its Mannerist phase in the sixteenth century. Maximum enrollment, 40. McEnroe.

285F Seventeenth Century Art. The internationalization of Italian Renaissance classicism in the Age of Expansion, beginning with its origins in Rome and continuing with its development in the new artistic capitals of southern, western, and northern Europe. Emphasis on major figures such as Caravaggio, Rubens, Bernini, Velasquez, Poussin, Vermeer, and Jones. Prerequisite, one 100-level course in the history of art. Carter.

292S Modern Architecture: 1750 to the Present. The origins of an essentially modern attitude toward architecture during the late eighteenth century and its development in the nineteenth and twentieth centuries. Prerequisite, 151 (291). Carter.

293F Nineteenth and Twentieth Century Art. Developments in European and American art from the Romantic period to the 1970s. A critical look at the hegemony of modernism in its cultural context and its effects on style, subject matter, artistic identity, art criticism, and art's audience. Maximum enrollment, 40. Pokinski.

330F Art Historians and Art History. Changing interpretations from the Renaissance to the present: biography, connoisseurship, formalism, iconology, and the New Art History. (Writing-intensive.) Prerequisite, one 200-level course in the history of art. Maximum enrollment, 20. McEnroe.

[350S] Chinese Painting: Spirit Banners to Bourgeois Formalism. An introduction to traditional themes of painting such as figural and landscape, and to critical theory from the Han through the Republican era in China. Prerequisite, one 200-level course in the history of art or consent of instructor.

[359S] American Architecture Before the Civil War. A brief outline of architecture, planning, and design in the Americas before Columbus, followed by a fuller discussion of the period of European colonization and the era of political independence. Field trips to accessible sites. Prerequisite, 151 (291) or 285.

386S Eighteenth Century Art. Late Baroque, Rococo, and early Neo-Classicism in Europe and its overseas dominions. Painting, sculpture, architecture/landscape, and the decorative arts (interior design, ceramic, silver, etc.). Prerequisite, 285 or at least one other 200-level course in the history of art. Carter.

[401S] Seminar in Chinese Art. Selected topics in literary texts and Chinese art. (Writing-intensive.) Prerequisite, 258 or 350, or consent of instructor. Maximum enrollment, 12.

[402F] Seminar in Ancient Art. Selected topics in Near Eastern, Greek, and Roman art. (Writing-intensive.) Prerequisite, 261. (Same as Classical Studies 402.) Maximum enrollment, 12.

[403F] Seminar in Renaissance Art. Topics in Renaissance art and historiography. (Writing-intensive.) Prerequisite, 282. (Offered in alternate years; next offered 1995-96.) Maximum enrollment, 12.

406S Seminar in Modern Art. Selected topics in Modern art. (Writing-intensive.) Prerequisite, 293. Maximum enrollment, 12. Pokinski.

490F Seminar in Decorative Arts. Study of style and social function in the arts of design, with special emphasis on furniture. Visits to public and private collections. (Writing-intensive.) Prerequisite, 285. Maximum enrollment, 12. Carter.

[491F] Seminar in Neo-Classicism. Art around 1800 seen as a watershed between Renaissance Humanism and Modernism. Topics include the reinvesting of old forms with new meanings, the reevaluation of myth and symbol, the aesthetic dilemma of industrialization, and archaeology and the romanticization of the past and future. (Writing-intensive.) Prerequisite, 285. (Offered in alternate years; next offered 1995-96.) Maximum enrollment, 12.

Studio Art

104F,S Introduction to Drawing. Study of the basic elements of drawing, including line, texture, mass, and composition. Students work from the model during class time, do outside assignments, and participate in group criticism. Four hours of studio. Maximum enrollment in each section, 25. The Department.

105F,S Design. Introduction to the visual language in two and three dimensions. A series of projects exploring basic formal and expressive elements, color, composition, space and time relationships, and structural stress. Four hours of studio. Maximum enrollment in each section, 25. Salzillo (Fall); Muirhead (Spring).

106S Introduction to Ceramics. Introduction to three-dimensional design concepts related to ceramics. Emphasis on a series of projects, followed by group criticism, and technical aspects of ceramics. Four hours of studio. Maximum enrollment, 12. Palusky.

109F Introduction to Sculpture. Basic methods in dealing with problems of form, technique, and concept. Explores sculptural possibilities of traditional and non-traditional materials and techniques. Journal-keeping. Group critiques. Four hours of studio. Maximum enrollment, 10. Getty.

[113S] Introduction to Photography. Fundamentals of 35mm camera use, black and white film process, print enlargement and development. Emphasis on development and control of technical skills combined with exploration of standards within the field of photography. Those enrolled must provide their own 35mm camera with manual settings. Group critiques. Maximum enrollment, 18.

114F Art, Science, and the Photographic Image. Exploration of relationships among technology, aesthetics, and interpretation of the photographic image, based on fundamentals of 35mm camera use, black and white film process, print enlargement and development. Topics include color theory, optics, image manipulation, and chemical reactivity. Lecture, demonstration, discussion, required darkroom labs, and experiments with various photographic media and techniques. Those enrolled must provide their own 35 mm camera with manual settings. (Same as Chemistry 114.) Maximum enrollment, 18. Gant and Raiche.

160F Figure Drawing. Application of basic drawing principles to the representation of the human figure, with emphasis on anatomy and proportion. Examination of related topics such as the figure in the environment and portraiture. Maximum enrollment, 20. Salzillo.

203F,S Painting I. Introduction to the study of the methods and techniques of oil painting, with emphasis on still-life, figures, and landscape. Four hours of studio. Maximum enrollment, 15. Muirhead (Fall); Salzillo (Spring).

[208F] Pottery. Concentration on the technical and aesthetic concerns of functional and sculptural aspects of pottery. Emphasis on porcelain and stoneware, use of the potter's wheel, and high-fired glaze technology. Four hours of studio. Prerequisite, 106 (206). (Next offered 1995-96.) Maximum enrollment, 9.

213F Video. Fundamentals of camera work and editing for videography. Introduction to critical, theoretical, and historical contexts of the medium. Emphasis on traditional and non-traditional uses for and assumptions about video. Video journal. Group critiques. Maximum enrollment, 10. Gant.

219F Experimental Sculpture. A thematic, advanced sculpture class focusing on altering found objects and spaces, incorporating a variety of materials, techniques, and issues. Maximum enrollment, 10. Getty.

233S Basics of Printmaking. Introduction to the basic principles and techniques of printmaking as traditionally employed in intaglio and stone lithography. Includes brief discussions of the history of printmaking, printing editions, matting, paper conservation, and safety. Maximum enrollment, 12. Salzillo.

235F Intaglio Printmaking. Study in the process of intaglio printmaking, including etching, engraving, dry point, and hard and soft ground techniques. Students expected to participate in group criticism. May be repeated for credit at increasingly advanced levels. Four hours of studio. Prerequisite, 104. Maximum enrollment, 12. Muirhead.

302F Photography Workshop. Continued investigation and development of black and white technical processes. Study and exploration of personal vision through photographic means and the use of this vision to pursue broader-based aesthetic, social, cultural, and political context for photography. Photography journal. Group critiques. May be repeated for credit at increasingly advanced levels. Prerequisite, 113 (212). Maximum enrollment, 12. Gant.

[304S] Advanced Painting. Further exploration of concepts and techniques presented in Painting I with emphasis on landscape and interiors as subject matter. Reinforcement of oil painting skills and introduction to egg tempera and acrylic. Prerequisite, 203. (Offered in alternate years.) Maximum enrollment, 12.

308S Sculpture Workshop. Advanced study of traditional and non-traditional sculpture materials and techniques. Emphasis on sculpture as a vehicle for communication and significance. Journals, research, and group critiques. May be repeated for credit at increasingly advanced levels. Prerequisite, 109 (209) or 219. Maximum enrollment, 10. Getty.

311S Ceramics Workshop. Emphasis on personal concepts employing sophisticated building and coloring techniques. Four hours of studio. Prerequisite, 106 (206). Maximum enrollment, 18. Palusky.

[313S] Video Workshop. Special topics, such as video history, activism, censorship, and installation work. Emphasis on exploration of personal vision combined with awareness of aesthetic, social, cultural, and political history as it relates to videography. May be repeated for credit at increasingly advanced levels. Prerequisite, 213. Maximum enrollment, 10.

315S Drawing/Painting Workshop. Advanced problems in drawing and painting. Concepts and material studies related to *trompe l'oeil*, photographic, nonrepresentational, collage, and serial formats. Emphasis on creative interpretation. Prerequisite, 203 or consent of instructor. Maximum enrollment, 12. Muirhead.

501-502 Senior Project. A two-term course during which the Studio Art concentrator will prepare an exhibition of his or her work. Required of Studio Art candidates for departmental honors. Students who are not honor candidates must have consent of the Department. The Department.

Asian Studies

The Asian Studies Program offers a concentration and a minor in East Asian Studies (China and Japan) and a minor in South Asian Studies.

Students interested in Asian Studies should consult a member of the Committee, which for 1994-95 consists of Professors Elizabeth Childs-Johnson (Art History), Hong Gang Jin (East Asian Languages and Literature), James Lu (Comparative Literature), Jay Williams (Religion), Thomas A. Wilson (History), and De Bao Xu (East Asian Languages and Literature).

East Asian Studies

A concentration in East Asian Studies consists of 10 courses, including an introductory course (Chinese 150, History 105, or Art History 154); completion of language work in Chinese or Japanese to the 140 level; three courses from one discipline, of which at least one must be at the 300-level; and at least two courses chosen from the remaining disciplines. Appropriate courses taken in overseas programs, with the permission of the Chair of the Asian Studies Program, may be counted toward the concentration. Prior to leaving for language study abroad, East Asian Studies concentrators must meet first with their advisor and then with the Program Chair to design a course of study with a clearly defined disciplinary focus (see Program Chair for details). Students may emphasize either Chinese or Japanese studies in their concentration. Honors in East Asian Studies will be awarded to concentrators who complete 550 with a grade of A- or better. A minor in East Asian Studies consists of five courses as approved by the Program Chair.

South Asian Studies

A minor in South Asian Studies consists of five courses approved by the Chair of the Asian Studies Program. Students interested in a minor in South Asian Studies or in a self-designed concentration emphasizing South Asia should consult with Professor Jay Williams.

550F,S Senior Project. An interdisciplinary research project culminating in a paper to be approved by at least two members of the Asian Studies Committee from separate disciplines. The Committee.

For complete information about the courses appropriate for the Asian Studies Program as listed below, including prerequisites, enrollment limits, and when a course is offered, consult the full descriptions under the appropriate departments and programs. Courses designated by an asterisk are appropriate for the South Asian Studies minor.

East Asian Languages and Literature

Chinese

110	**First Term Chinese**
120	**Second Term Chinese**
130	**Third Term Chinese**
140	**Fourth Term Chinese**
150	**Introduction to Chinese Culture, Society, and Language**
200	**Advanced Chinese I**
202	**Chinese Films and Society**
220	**Advanced Chinese II**
300	**Advanced Chinese III**
320	**Advanced Chinese IV**
400	**Classical Chinese**
420	**Readings in Chinese Literature**

Japanese

121-122	Elementary Japanese
201-202	Intermediate Japanese
301-302	Advanced Japanese
401-402	Readings in Japanese

Humanities and Social Sciences

Art

154	Introduction to East Asian Art
*248	Arts of Buddhism
254	Japanese Art
258	Chinese Art: From Jade Working to Monumental Landscape Painting
350	Chinese Painting: Spirit Banners to Bourgeois Formalism
401	Seminar in Chinese Art

Comparative Literature

157	Modern Prose Fiction of Asia
171	Asian American Literature
216	Modern Japanese Literature
224	Modern Japanese and Chinese Women Writers

English

*226	Post-Colonial Narrative

Government

211	Politics in China
341	China's Cultural Revolution

History

105	Introduction to East Asian Cultures: China and Japan
270	Cultural and Political Traditions of Japan
272	Modern Japan: 1600 to the Present
280	Cultural and Political Traditions of China
285	Modern China: 1644 to the Present
337	Chinese Intellectual History
338	Heroes and Bandits in Chinese History and Fiction
360	Mythical Histories in China and Japan
403	Research Seminar in East Asian History

Philosophy

*315	Islamic Thought

Religious Studies

*125	The Wonder That Was India
243	Chinese Religion and Thought
365	The World of Zen
*405	Seminar in Asian Religions
*415	Mahayana Buddhism

Astronomy

See Physics.

Biochemistry/Molecular Biology

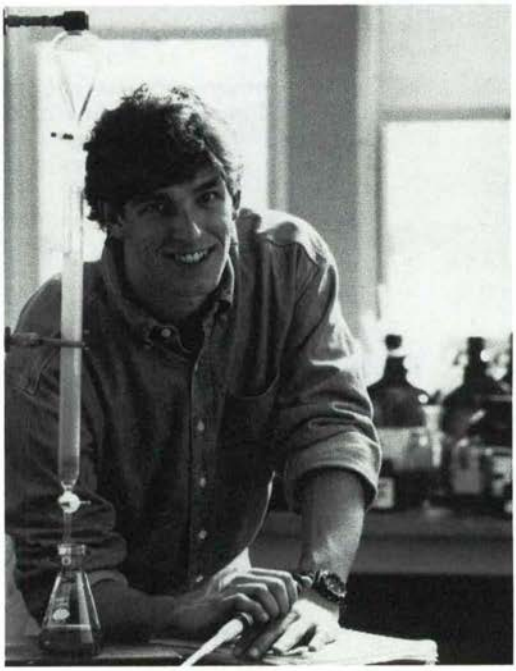
The Departments of Biology and Chemistry offer an interdisciplinary concentration in Biochemistry/Molecular Biology. The concentration consists of 12 courses (11.5 credits), which must include 333; Biology 110, 210, 225, and 446; Chemistry 111 and 112 (or 141 and 142), 223-224; and one course chosen from among 436, Biology 336, 348, and 444, and Chemistry 334. Certain courses in Mathematics and Physics are prerequisites for 333. Senior concentrators must take 550 and 551 to satisfy the Senior Thesis requirement. A complete description of the Senior Project is available from the Departments. Honors in Biochemistry/Molecular Biology will be based on excellence in coursework and on the Senior Thesis. The concentration is administered by Professors Jinnie Garrett (Biology) and Timothy Elgren (Chemistry).

333F Classical Physical Chemistry. For full description, see Chemistry 333. Prerequisite, Chemistry 224, Mathematics 114, and Physics 101-102 or 192 (may be taken concurrently). Raiche.

436S Biophysical Chemistry. For full description, see Chemistry 436. Prerequisite, 333. Elgren.

550F,S Senior Thesis I. A research project carried out in association with a faculty member. One course credit. Must be approved by April of the junior year. The Departments.

551F,S Senior Thesis II. A research project carried out in association with a faculty member. Includes written and oral presentation. One-half course credit. Prerequisite, 550. The Departments.



Biology

Faculty
David A. Gapp, *Chair*
Kimberly Borges
Jinnie M. Garrett
Sue Ann Miller
Susan D. Morgan (F,S)
William A. Pfitsch
Patrick D. Reynolds
Benjamin S. Weeks
Ernest H. Williams (S)

Special Appointment
Kenneth M. Bart

A concentration in Biology consists of 9.5 credits which must include 110, 210, 225, 550, 551, and at least one additional course at the 300 level or above. A complete description of the Senior Thesis (550-551) is available from the Department. In addition, concentrators must complete a year of chemistry (Chemistry 111 and 112 or 141 and 142). A course of study taken at a field station and approved beforehand may be substituted as one course in the concentration or in the minor. Students preparing for graduate studies in biology should take at least one year each of calculus, organic chemistry, and physics, and should have knowledge of a foreign language and computing. Departmental honors are determined on the basis of distinguished achievement in coursework and in the Senior Thesis. A minor in Biology consists of five courses, which must include 225 and at least one course at the 300 level or higher.

108S Molecular Biology Today. Discussion of the revolution in molecular biology that has led to recent advances in medicine and agriculture. Focuses on the historical, social, philosophical, ethical, and personal aspects of scientific research. Does not require a background in science. May not be counted toward the concentration or the minor. Garrett.

110F General Biology: Physiology and Ecology. An introduction to biology. The structure and function of plants and animals, the diversity of living organisms, and the ecology of populations and communities. Three hours of class and three hours of laboratory. Gapp, Pfitsch, and Williams.

[120] Female Biology. A consideration of some basic biological concepts and topics as they relate to females. Three hours of class includes some laboratory and discussion. May not be counted toward the concentration or the minor. (Next offered 1995-96.) Maximum enrollment, 15.

134S Biology of Reproduction. Physiology and endocrinology of vertebrate reproductive systems; emphasis on hormonal regulation of human reproduction, including pregnancy and parturition. May not be counted toward the concentration or the minor. Gapp.

[140] Natural History of New York Plants. An introduction to the study of plants. Exploration of the environmental, biological, and historical factors influencing plant distribution. Field trips on identification of local flora. One and one-half hours of class and three hours of field or laboratory exercises. May not be counted toward the concentration or the minor. (Next offered 1995-96.)

150S Society and Environment. For full description, see Environmental Studies 150. May not be counted toward the concentration or the minor. Pfitsch.

210S General Biology: Cell Chemistry and Structure. The process of evolution and the molecular and cellular basis of biological organization. Three hours of class and three hours of laboratory. Prerequisite, 110 or consent of instructor. Borges, Reynolds, and Weeks.

213S Marine Biology. Introduction to life in the sea; diversity of marine organisms and adaptations to marine habitats, marine ecosystems and food webs, and interaction of human culture and marine life. Three hours of lecture or laboratory/discussion, and

field trip to marine habitats. Prerequisite, one introductory science course. May not be counted toward the concentration or the minor. Maximum enrollment, 20. Reynolds.

221S Microbiology. Introduction to the microbial world of bacteria, protoctists, and fungi, with emphasis on prokaryotic metabolism and ecology. Basic techniques, including isolation, cultivation, and identification of microbes. Three hours of class and three hours of laboratory. Prerequisite, 210. Borges.

222S Vertebrate Organization. Gross and micro-organization of vertebrate bodies and tissues put into an analytical, functional, comparative, and historical perspective. Mammalian organization emphasized. Three hours of class and three hours of laboratory. Prerequisite, 110. Miller.

225F General Biology: Genetics and Development. The basic principles of genetics and development in a variety of organisms. Consideration of the mechanisms of inheritance, differentiation, and morphogenesis. Three hours of class and three hours of laboratory. Prerequisite, 210. Garrett and Weeks.

[228] Invertebrate Biology. An introduction to multicellular invertebrate animals, with emphasis on diversity, structure and function, ecology, and evolution. Three hours of class, three hours of laboratory, and additional field work. Prerequisite, 110. (Next offered 1995-96.)

330F Principles of Neuroscience. For full description, see Psychology 330. Three hours of class and three hours of laboratory. Prerequisite, 210, or Psychology 203 or 205. Maximum enrollment, 18. Weldon.

331S Vertebrate Physiology. Fundamentals of vertebrate physiology, emphasizing the functional and homeostatic controls that regulate nerve and muscle tissue, and the cardiovascular, respiratory, renal, and endocrine systems. (Writing-intensive.) Three hours of class and three hours of laboratory. Prerequisite, 110 and junior standing or consent of instructor. Maximum enrollment, 20. Gapp.

333F Vertebrate Development. Vertebrate embryogenesis considered in the context of contemporary developmental biology. Laboratory emphasis on mammalian and avian developmental anatomy supplemented with selected projects and observation of live embryos. Three hours of class and three hours of laboratory. Prerequisite, 110. Miller.

336S Cell Biology. A study of the structure and function of the major cellular organelles. Three hours of class and three hours of laboratory. Prerequisite, 225. Weeks.

337F Ecology. The relationships among living organisms and the environment, population growth and regulation, interspecific interactions, community and ecosystem structure and function, and biogeography. Three hours of class and three hours of laboratory or field exercises. Prerequisite, 110. Pfitsch and Williams.

340S Plant Physiology. The physiology of flowering plants. Includes plant growth and development, photosynthesis, mineral nutrition, water relations, and stress physiology. Three hours of class and three hours of laboratory. Prerequisite, 210. Pfitsch.

348S General and Molecular Genetics. An integrated study of the reactions of nucleic acids, focusing on their function as the genetic material. Discussion of application of genetics in medicine and agriculture by the biotechnology industry. Three hours of class and three hours of laboratory. Prerequisite, 225. Garrett.

[349] Transmission Electron Microscopy. The preparation of electron micrographs in the study of the cellular level of biological organization. Prerequisite, four laboratory courses in biology. (Next offered 1995-96.) Maximum enrollment, 6.

350S Scanning Electron Microscopy. Theory, practice, and application of the scanning electron microscope to selected projects. One-half course credit. Prerequisite, two laboratory courses in science. Open to juniors and seniors only. Maximum enrollment, 6. Bart.

360F Principles of Immunology. Survey of the defense system of animals. Anatomy of the immune system; characteristics and regulation of cells and molecules involved in immunity. Allergy, autoimmunity, and AIDS. One-half course credit. Three hours of class and three hours of laboratory. Prerequisite, 225. Weeks.

438F Biological Form. The analysis of form from the cellular to organismal level in studies of structure, function, and evolution. Emphasis on recent literature and on histological, biomechanical, and comparative methods. Three hours of class and three hours of laboratory. Prerequisite, 210, and 222 or 228 or consent of instructor. Reynolds.

[441] Seminar in Evolutionary Biology. Study of natural selection, behavioral evolution, genetic variability, molecular evolution, speciation, and macroevolution. Discussion of readings from the literature. (Writing-intensive.) Prerequisite, 225 or consent of instructor. (Next offered 1995-96.) Maximum enrollment, 12.

444F Vertebrate Endocrinology. An integrative approach to the endocrine systems that regulate growth, metabolism, electrolyte balance, and reproduction; cellular age and molecular aspects of hormone secretion and hormone action emphasized. Three hours of class and three hours of laboratory. Prerequisite, 331 or consent of instructor. Gapp.

446F Biochemistry. An advanced course in the chemistry of living systems. Chemical composition of life, with emphasis given to proteins, carbohydrates, and lipids. Metabolic strategies and energy generation. Three hours of class and three hours of laboratory. Prerequisite, 225, and Chemistry 223-224. Borges.

550F,S Senior Thesis I. An intensive library and laboratory or field research project carried out in association with a faculty member. Prerequisite, acceptance by the Department of a written proposal submitted in the spring of the junior year. The Department.

551F,S Senior Thesis II. Completion and presentation of the senior research project. Includes written and oral presentation. One-half credit. Prerequisite, 550. The Department.

Chemistry

Faculty

Robin B. Kinnel, *Chair*
Karen S. Brewer
Leland E. Cratty
Timothy E. Elgren
George A. Raiche
Ian Rosenstein

A concentration in Chemistry consists of 11 courses, which must include 223-224, 333, 334, 351-352, 551, and two courses chosen from 337, 340, 423, 436, and 448. Students may count Biology 446 toward the concentration. Certain courses in Mathematics and Physics are prerequisite for 333. At least two semesters of a foreign language, preferably German or Russian, and one semester of Computer Science are strongly recommended for concentrators. A Senior Project (551) is required of all concentrators. A more complete description of the Senior Project is available from the departmental office. Students who are candidates for departmental honors are encouraged to complete two terms of the Senior Project (551 and 552). Attention is called to the weekly departmental seminar, which all interested students are invited to attend. A minor in Chemistry consists of five courses, which must include 223-224 and 333.

Those students who are interested in a program leading to a degree certified by the American Chemical Society should consult with the Department as early as possible.

102S Our Chemical Environment. A qualitative consideration of the role of chemistry in our surroundings and everyday lives. Study of current environmental topics including ozone depletion, groundwater contamination, acidic precipitation, and energy transformations. For students who do not plan to concentrate in chemistry. Raiche.

[107F] Environment, Technology, and Chemistry. A study of the basic principles of chemistry and the scientific method. Applications of these to topics of current interest. Intended for students who do not plan to take additional courses in chemistry. Not open to those who have had a course in college chemistry.

111F General Chemistry I. An introductory study of fundamental concepts and principles of chemistry with selected applications. The laboratory emphasizes quantitative measurement and analysis. Three hours of class and three hours of laboratory. Elgren and Kinnel.

112S General Chemistry II. A further study of fundamental principles and applications. The laboratory includes an introduction to inorganic qualitative analysis. Three hours of class and three hours of laboratory. Prerequisite, 111. Brewer.

114F Art, Science, and the Photographic Image. Exploration of relationships among technology, aesthetics, and interpretation of the photographic image, based on fundamentals of 35mm camera use, black and white film process, print enlargement and development. Topics include color theory, optics, image manipulation, and chemical reactivity. Lecture, demonstration, discussion, required darkroom labs, and experiments with various photographic media and techniques. Those enrolled must provide their own 35mm camera with manual settings. (Same as Art 114.) Maximum enrollment, 18. Gant and Raiche.

141F Inorganic Chemistry. The systematic chemistry of elements other than carbon. The periodic nature of chemical and physical properties of selected main group and transition group elements. Laboratory includes synthesis, characterization, and analysis of inorganic compounds. Three hours of class and three hours of laboratory. Prerequisite, 111 or equivalent. Cratty.

142S Analytical Chemistry. A study of fundamental concepts and principles of chemistry, with emphasis on their application in classical quantitative analysis. Three hours of class and three hours of laboratory. Prerequisite, 111 or 141. Cratty.

223F-224S Organic Chemistry. Study of the reactions of carbon compounds from both a mechanistic and a synthetic point of view. Emphasis on the prediction of a compound's reactivity from its structure. Three hours of class and four hours of laboratory. Prerequisite, 112 or 142. 224 may not be taken as a separate course. Rosenstein (Fall); Kinnel (Spring).

333F Classical Physical Chemistry. A model-building approach based on classical physics to the fundamentals of chemical behavior. The development of thermodynamics, reaction kinetics, and collision theory, and their applications to molecular structure and reaction dynamics. Prerequisite, 224, Mathematics 114, and Physics 101-102 or 192 (may be taken concurrently). (Same as Biochemistry/Molecular Biology 333.) Raiche.

334S Quantum Chemistry. The development of elementary quantum theory, its application to atomic and molecular structure, and its consequences for reacting systems. Applications include spectroscopy, statistical thermodynamics, and reaction dynamics. Prerequisite, 333 or consent of instructor. Raiche.

337F Advanced Organic Chemistry I. Further work in spectroscopy, with emphasis on nuclear magnetic resonance, mass spectrometry, and ultraviolet spectrometry; structure proof of organic molecules with examples chosen from natural products chemistry. Prerequisite, 224. Kinnel.

340S Advanced Organic Chemistry II. Study of the techniques and theoretical framework used to investigate mechanisms of organic chemical reactions. Topics include molecular orbital theory and orbital symmetry, thermochemistry, kinetics, and linear free energy relationships. Prerequisite, 224 and 333. Rosenstein.

351F-352S Laboratory Techniques. Development of laboratory skills in all areas of chemistry through structured laboratory exercises. Use of instrumental techniques, approaches to synthesis, handling of air- and water-sensitive compounds, introduction to modern analytical methods with an emphasis on physical measurements. (351 is writing-intensive.) Six hours of laboratory and one hour of class. Prerequisite, 224; 333-334 should be taken concurrently. 352 may not be taken as a separate course. Maximum enrollment, 20. The Department.

423F Advanced Inorganic Chemistry. Introduction to the chemical applications of group theory, including molecular structure and spectroscopy. Study of inorganic and organometallic synthesis and reaction mechanisms through readings in the primary scientific literature. Specialized topics include coordination chemistry, catalysis, inorganic polymers, and materials chemistry. Prerequisite, 334. Brewer.

436S Biophysical Chemistry. A study of physical chemical forces and interactions that determine structures, functions, and behavior of proteins and other macromolecules. Discussion of spectroscopic and other physical techniques employed in studying macromolecular structures and properties. Prerequisite, 333. (Same as Biochemistry/Molecular Biology 436.) Elgren.

[448S] Contemporary Physical Chemistry. A sampling of the current ideas, techniques, and applications of physical chemistry. Topics include molecular beam, laser, and ultrafast techniques applied to reaction dynamics; advanced models of chemical kinetics and energy transfer; and applications to environmentally important atmospheric and combustion studies. Readings from the primary scientific literature. Prerequisite, 334.

551F-552S Senior Project. An intensive library and laboratory research project culminating in a thesis. Attendance at weekly departmental seminars is required. Candidates for honors should elect both 551 and 552. Prerequisite, 352. The Department.

Chinese

See East Asian Languages and Literature.

Classical Studies

See Classics.

Classics

Faculty
Shelley P. Haley, *Chair*
Laurie Cosgriff
Barbara K. Gold
Carl A. Rubino

Classics is the study of the languages and civilizations of ancient Greece and Rome, as well as of related civilizations, both ancient and modern. The Department offers courses in ancient Greek and Latin and also in Classical Studies, where no knowledge of Latin or Greek is required. Students wishing to concentrate or minor in Classics may take one of two directions.

A concentration in *Classical Languages* emphasizes work in Latin and Greek as keys to understanding the ancient world. It requires a minimum of four courses, at least two of which must be beyond the 200 level, in one of the two languages, and a minimum of three courses, at least one of which must be at or beyond the 200 level, in the other. Also required are a minimum of two courses in Classical Studies and Greek or Latin 550, the Senior Program. Because the language concentration requires substantial accomplishment in both Greek and Latin, prospective concentrators entering the College with no knowledge of those languages should make an immediate start with the prerequisite 100- and 200-level courses.

A concentration in *Classical Studies* offers a study of ancient Greece and Rome with less emphasis on the languages. It requires a minimum of six courses in Classical Studies, at least four of which must be beyond the 100 level and two beyond the 200 level, as well as at least one course beyond the 200 level in either Latin or Greek, and Classical Studies 550, the Senior Program.

Hamilton College is a member of the Intercollegiate Center for Classical Studies in Rome (Centro) and of the American School of Classical Studies in Athens, and many Hamilton students have also attended the College Year in Athens. Concentrators and other students trained in Latin or Greek are encouraged to spend one or two semesters of their junior year on one of these programs in Greece or Rome. For further information, consult with the Department.

Students who have earned a B+ (88) average in the concentration may receive honors by doing distinguished work in the Senior Program. A description of the program may be obtained from any member of the Classics faculty or by inquiring at the departmental office, Couper 104.

A minor in *Classical Languages* requires at least two courses beyond the 200 level in Latin or Greek, as well as two courses in Classical Studies, one of which must be beyond the 100 level. Because the language minor requires advanced work in either Latin or Greek, interested students entering the College without either of those languages should make an early start with the prerequisite 100- and 200-level courses.

A minor in *Classical Studies* requires a minimum of five Classical Studies courses, three of which must be at or beyond the 200 level, with at least one at the 300 level.

Greek

110F Elementary Greek. Thorough grounding in grammatical forms, syntax, and vocabulary, along with discussion of Greek culture. Written and oral exercises. Elementary readings in the original language from classical authors and the New Testament. Meets four times a week. Both 110 and 120 must be completed in order to earn credit. The Department.

120S Elementary Greek. Further study of grammar, syntax, and vocabulary, along with discussion of Greek culture. Substantial translation of original selections from classical authors and the New Testament. Prerequisite, 110 or equivalent. Gold.

210F Greek Prose and Poetry. Selections from classical authors (such as Herodotus, Plato, Xenophon, Lucian, and Homer) and the New Testament. Systematic review of grammar. Prerequisite, 120 or equivalent. Not open to students who have taken 220. The Department.

[220F] New Testament and Hellenistic Greek. Readings from the New Testament and other Hellenistic texts in the original Greek. Discussion of cultural background and exegetical method. Prerequisite, 120 or equivalent. Not open to students who have taken 210. (Same as Religious Studies 220.) (Next offered 1996-97.)

[340S] Homer. Reading in the *Iliad* or *Odyssey.* Introduction to Homer's literary art. Political, social, and intellectual background of archaic Greece. Prerequisite, 210, 220, or equivalent. (Offered every third year; next offered 1996-97.)

350S Greek Historians. Selections from Herodotus, *The Persian War,* and Thucydides, *The Peloponnesian War.* Introduction to the origins and development of Greek historical writing. Study of major themes, historiographical principles, and styles. Prerequisite, 210, 220, or equivalent. Haley.

[360S] Greek Drama. Selected plays read in Greek and in translation. Studies of the origins of Greek drama, both tragedy and comedy. Problems of staging, structure, and themes. Prerequisite, 210, 220, or equivalent. (Offered every third year; next offered 1995-96.)

390F Greek Reading. Readings from writers in various genres. Prerequisite, 210, 220, or equivalent. The Department.

550S Senior Program. Topics to be arranged. Open to senior concentrators, and others by consent of instructor. The Department.

Latin

110F Elementary Latin. Thorough grounding in grammatical forms, syntax, and vocabulary, along with discussion of Roman culture. Written and oral exercises. Elementary readings in the original language. Meets four times a week. Both 110 and 120 must be completed in order to earn credit. Rubino.

120S Elementary Latin. Further study of grammar, syntax, and vocabulary. Substantial translation from Roman authors. Prerequisite, 110 or equivalent. Haley.

210F Latin Prose and Poetry. An introduction to Latin prose and poetry, with readings from the works of major Roman authors such as Cicero, Caesar, Sallust, Plautus, Catullus, Vergil, and Ovid. Special attention to grammar review and to translation from Latin to English. Prerequisite, 120 or equivalent. Haley.

[340S] Vergil. Readings from the *Aeneid, Eclogues,* and *Georgics.* Emphasis on Vergil's poetic art in its social and cultural context. Prerequisite, 210 or equivalent. (Offered every third year; next offered 1996-97.)

350S Roman Historians. Caesar, Sallust, Livy, or Tacitus. Emphasis on historical outlook and literary merit. Study of the historians' use of sources, narrative techniques, style, and reliability. Prerequisite, 210 or equivalent. (Offered every third year.) Rubino.

[360S] Lyric and Elegy. Readings from Catullus, Horace, Tibullus, Propertius, and Ovid. Emphasis on love poetry and its place in Augustan Rome. Prerequisite, 210 or equivalent. (Offered every third year; next offered 1995-96.)

390F Latin Reading. Readings from writers in various genres. Authors read: to be arranged. Prerequisite, 210 or equivalent. Haley.

550S Senior Program. Topics to be arranged. Open to senior concentrators, and others by consent of instructor. The Department.

Classical Studies

[110F] The Civilization of Greece and the Near East. An introduction to the legacy of the ancient Mediterranean world through the study of its history and literature, with some attention to philosophy as well. Stress on basic skills in the study of history. (Same as History 110.) (Next offered 1995-96.) Maximum enrollment, 40.

[120F] Roman Civilization. An introduction to the history and culture of ancient Rome. Stress on social history and basic skills in the study of history. (Same as History 120.) (Next offered 1996-97.) Maximum enrollment, 40.

201F History of Ancient Western Philosophy. For full description, see Philosophy 201. Open to sophomores, juniors, and seniors only. Werner.

224S Women's Religious Experience in the Greco-Roman World. For full description, see Religious Studies 224. (Offered in alternate years.) Humphries-Brooks.

240F Classical Mythology. An introduction to ancient mythology through readings in translation from *Gilgamesh,* Egyptian mythology, Homer, Hesiod, Greek tragedy, Herodotus, Livy, Ovid, and contemporary mythmakers. Origins, creation myths, divinities and heroes, and mystery religions. (Same as Religious Studies 240.) Maximum enrollment, 45. Gold.

[250S] Heroism Ancient and Modern. Readings from such ancient and modern works as Homer's *Iliad* and *Odyssey*, Vergil's *Aeneid*, Voltaire's *Candide*, and Stendhal's *Scarlet and Black*; and study of such film versions of heroic myth as *Shane*, *The Maltese Falcon*, and *Blade Runner.* (Same as Comparative Literature 250.) Maximum enrollment, 75.

260S Ethics and Politics in Ancient Greece and Rome. A study of Greek and Roman attitudes toward the question of private and public behavior, concentrating on such topics as the meaning of success, the use of power, the function of language in political life, the relationship between the individual and the state, and the role of the state in regulating behavior. Contemporary applications made. Readings from Thucydides, Plato, Aristotle, Cicero, Sallust, and Tacitus. (Same as Government 260 and Philosophy 260.) Maximum enrollment, 40. Rubino.

261S Ancient Art. For full description, see Art 261. McEnroe

280S Ancient Comedy. Readings of Greek and Roman comedies in English translation: Aristophanes, Plautus, Terence, Lucian, Apulieus, mime. Small group discussions of why and for whom comedy is funny, comedic perspective, theories of humor, roles of women and slaves in comedy, cultural values, themes and plots, history of comedy, staging, and theatrical technique. Public performance of a play by Plautus (in English translation) by all members of the class who will be actors, producers, directors, costumers, and stagehands. Maximum enrollment, 40. Gold.

340S Women in Antiquity. An examination of women's roles in the ancient world through various sources: history, archaeology, law, literature, and art. Covers the period from early Greece through classical Greece and down to Rome, and traces the shifts in attitudes during these periods. (Writing-intensive.) (Same as Women's Studies 340.) Maximum enrollment, 20. Gold.

374F Ancient Egypt. A study of the history of ancient Egypt and of its interaction with other ancient African kingdoms, including Nubra, Kush, and Punt. Examination of Egypt's prehistory, language, social and gender relations, and cultural development. (Writing-intensive.) Prerequisite, 110 or 240, or Africana Studies 101, or History 110. (Same as Africana Studies 374.) Maximum enrollment, 20. Haley.

[402F] Seminar in Ancient Art. For full description, see Art 402.

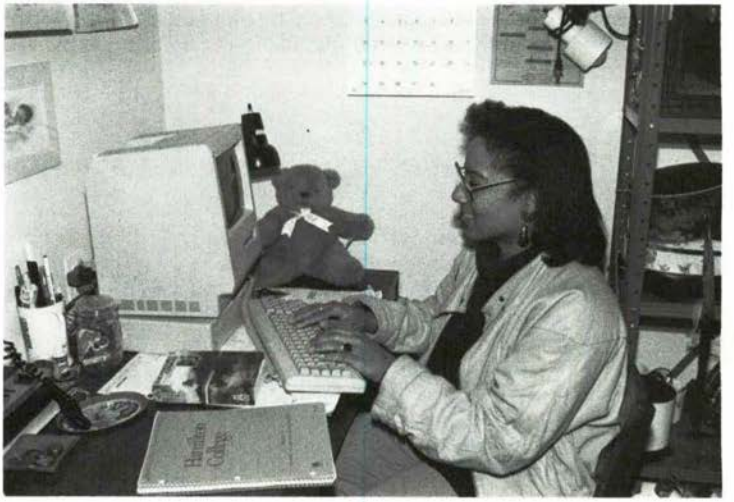
550S Senior Program. Topics to be arranged. Open to senior concentrators, and others by consent of instructor. The Department.

College Courses

College Courses are essentially interdisciplinary or substantially outside the continuing curriculum of any department or program. Instructors are normally regular members of the faculty. The courses are worth one course credit and count toward graduation requirements, although it should not be assumed that a particular course will be a part of the continuing college curriculum.

College 100F The Unity of Knowledge. For entering students with an abiding interest in the intellectual life, who will join faculty members in discussing material from the arts, the historical and social sciences, the humanities, and mathematics and the natural sciences, giving attention to the ways in which those "divisions of learning" might be connected. Questions of cultural diversity and ethics also considered. (Writing-intensive.) Maximum enrollment in each section, 20. J. O'Neill and Rubino.

College 300S The Art of the Cinema. Classic foreign and American films from the silent days to the present for viewing and analysis. Discussion of historical, aesthetic, and theoretical questions. Primary focus on how films communicate visually. Three hours of class and screenings of two films a week. Open to juniors and seniors only. Maximum enrollment, 40. Briggs.



Communication Studies

The Communication Studies Program offers grounding in the fundamentals of communication processes and language structure. Besides the comprehensive study of communication, students may pursue specific areas of inquiry such as interpersonal, small group, mediated and public communication, and language and culture.

A concentration in Communication Studies consists of eight courses and a Senior Project. The required courses are Anthropology 112 or Rhetoric and Communication 101, Anthropology 270, Rhetoric and Communication 300, and five other courses, two at or above the 300-level. Rhetoric and Communication 100 does not count toward the concentration or the minor. Students must have completed the required courses prior to beginning the Senior Project. The Senior Project consists of one semester of applied research or ethnographic work culminating in a thesis, a paper or presentation, or a production. Honors will be awarded on the basis of a 90 average in program courses and a superior Senior Project. A minor in Communication Studies consists of five courses, including Anthropology 112 or Rhetoric and Communication 101, and Rhetoric and Communication 300.

Students interested in Communication Studies should consult a member of the program committee, which for 1994-95 consists of Susan Mason (Rhetoric and Communication), Richard Somer (Chair) (Rhetoric and Communication), and Bonnie Urciuoli (Anthropology).

Courses for the concentration or the minor may be chosen from among the following. For complete information about each, including prerequisites, enrollment limits, and when a course is offered, consult the full descriptions under the appropriate departments and programs.

Africana Studies

205 White Words, Black Voices: Afro-English Dialectology

Anthropology

125 Language and Culture
201 Linguistic Theory: An Introduction
225 Phonetics and Phonology: The Analysis of Sound
255 American Discourses
258 Nonverbal Communication and Social Interaction
270 The Ethnography of Communication
315 Writing Culture

Computer Science

246 Artificial Intelligence

English

346 History of the English Language

Philosophy

495 Seminar in Philosophy of Language: Words and Objects

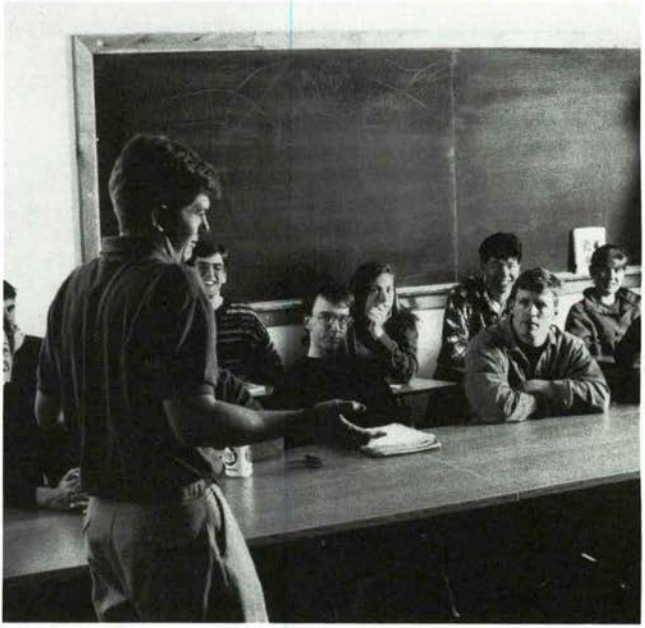
Rhetoric and Communication

101 Foundations of Oral Communication
110 Public Speaking
192 Understanding Mass Media
220 Persuasive Communication
230 Leadership and Group Communication
240 The Oral Tradition: From Tales to Texts
260 Communication in the Global Village
300 Communication Theory

341 Organizational Communication
375 Seminar: Communication, Language and Gender
392 Questioning the Media: Criticism of Radio and Television Content

Theatre and Dance

210 The Expressive Voice



Comparative Literature

Faculty

Peter J. Rabinowitz, *Chair*
Cornelia Brown
James J. Lu
Nancy S. Rabinowitz
Carol Rupprecht (F)
Victoria V. Vernon (FS)

A concentration in Comparative Literature consists of nine courses, including five designated as Comparative Literature, two in a national literature in the original language (e.g., American, Russian, Greek), and two in either a second national literature in the original language or in linguistics selected in consultation with a departmental advisor. Students pursuing the linguistics option must complete study in a foreign language to the 140 level or equivalent. All concentrators are required to take 211 or 212, and 297, and all senior concentrators will take part in a Senior Program in which 500 (Senior Seminar) is required and 550 (Senior Project) is recommended. A complete description of the Senior Program is available in Root 106. Only one 100-level course may be counted toward the concentration. A student may count selected courses from other departments toward the concentration, subject to the restriction on 100-level courses. Please consult the departmental faculty. It is to the student's advantage to begin foreign language study early; those planning graduate work in literature are urged to take two additional courses in a national literature and to study two foreign languages.

Honors in Comparative Literature will be awarded on the basis of the cumulative record of 90 or above in all courses counting toward the major, as well as distinguished performance in 550.

A minor consists of five courses, including either 211, 212, or 297; two other courses designated as Comparative Literature; and two other courses in Comparative, English, or foreign literature, or linguistics. Only two 100-level courses may be counted toward the minor.

[125F] Tragedy. The development of tragic drama from classical times to the present. Works by Aeschylus, Sophocles, Euripides, Shakespeare, Racine, Ibsen, Pirandello, and O'Neill. Selected readings in the theory of tragedy. (Writing-intensive.) (Offered in alternate years; next offered 1995-96.) Maximum enrollment, 20.

[141F] Studies in Short Fiction. A comparative study of the uses of short fiction, including satire, tale, prose poem, short story, and novella. Readings include works by Akutagawa, Baudelaire, Borges, García Márquez, Poe, Swift, Tanizaki, and Voltaire. (Writing-intensive.) (Next offered 1995-96.) Maximum enrollment, 20.

142S Twentieth Century Fiction. Organized chronologically for the most part, and involving such issues as sexuality, colonialism, and racism. Readings drawn from high art, not popular culture, including such authors as James, Kafka, Puig, Woolf, Duras, and Valenzuela. (Writing-intensive.) Maximum enrollment, 20. N. Rabinowitz.

151S Dreams and Literature. Exploration of literary texts presented as dreams (e.g., Chaucer's "Book of the Duchess") and of the representation of dreams within literary texts (e.g., Bao-Yu's dream in *Dream of the Red Chamber* or *The Story of the Stone*). Attention paid to the way meaning is constructed, or complicated, when reality, fiction, and dream intersect. Literature includes the Sumerian poem *Inanna*, the Babylonian *Gilgamesh*, and selections from the Bible, Dante, *The Romance of the Rose*, Shakespeare, Cao Xueqin, *Wuthering Heights*, and *Crime and Punishment*. Some additional readings in ancient, medieval, Renaissance, and modern theories about dreaming. (Writing-intensive.) Maximum enrollment, 20. Rupprecht.

152F Literature and Ethics. Study of literature as a vehicle for moral and political concerns and of the ways that literature shapes its readers. Special emphasis on popular literature, feminist and Marxist criticism, and the problems raised by censorship and pornography. Selected novels, plays, and criticism by such writers as Plato, Ibsen,

Dostoyevski, Tolstoy, Hemingway, Wright, Fleming, Spillane, Piercy, and others. (Writing-intensive.) Maximum enrollment, 20. P. Rabinowitz

157S Modern Prose Fiction of Asia. Introduction to the modern prose fiction of Asia from the literatures of China, India, Japan, Korea, Vietnam, and Indonesia. Discussions of the political, socio-economic, psychological, and literary aspects of selected readings (in translation) of such renowned writers as Ding Ling, Rabindranath Tagore, Yasunari Kawabata, Wang Meng, Zhang Jie, Natsume Soseki, R.K. Narayan, and Cheong Fiona. Maximum enrollment, 40. Lu.

[158S] Music and Literature. Explorations of the interconnections between music and literature, including examination of hybrid works that cross the boundaries between the two arts (such as fiction about music and musical settings of literary texts) and study of the overlap between musical and literary structures. Emphasis on music of the Western classical tradition. Works include operas, symphonic poems, songs, literary works, and criticism by such composers and writers as Mozart, Tchaikovsky, Strauss, Berg, Tolstoy, Wilde, Cain, Proust, Cather, Burgess, Clément, and McClary. (Offered in alternate years; next offered 1995-96.) Maximum enrollment, 40.

[162F] Comic Fiction. Development of comic prose forms since the eighteenth century. Includes works from Swift and Voltaire to Vonnegut and Robbins, as well as examination of critical materials on humor and comedy. Serves as an introduction to the study of literature through a genre. (Writing-intensive.) Maximum enrollment, 20.

171F Asian American Literature. Study of Asian American drama, film, fiction, autobiography, and poetry, with attention to issues concerning race, ethnicity, gender, sexuality, generational differences, and the ways in which Asian American writers reach back to the sources of Asian myths, legends, and fairy tales. Primary readings include *M. Butterfly, America is in the Heart, Homebase, Tripmaster Monkey, The Kitchen God's Wife, The Joy Luck Club*, and *The Chauvinist and Other Stories.* Movies and documentaries include *Come See the Paradise, The Wedding Banquet,* and *Yellow Tale Blues.* Maximum enrollment, 40. Lu.

211S Introduction to World Literature I. Comparative study of representative texts in world literature from ancient times to the seventeenth century. Focus on luck, the underworld, and the problem of evil. Selections from sacred texts, the Bible and the Koran; verse narratives, the Sumerian *Inanna,* Vergil's *Aeneid,* and Dante's *Inferno;* prose narratives and essays by authors including Montaigne and Nashe; consolation literature such as *The Pearl,* and ancient medieval and Renaissance lyric poetry including representative Jewish and Arab texts; Shakespeare's *King Lear.* (Writing-intensive.) Maximum enrollment, 20. Rupprecht.

212F Introduction to World Literature II. Study of representative texts in world literature, beginning with the eighteenth century and including essays, poetry, novels, and short fiction by such authors as Akutagawa, Borges, Camus, Chen, Dostoyevski, Flaubert, Habiby, Kafka, Kanai, Mann, Pirandello, Swift, and Voltaire. (Writing-intensive.) May be taken without 211. Maximum enrollment, 20. Lu.

[216S] Modern Japanese Literature. Study of modern poetry and fiction with special attention to their relationship to the Japanese literary tradition. Readings include works by Soseki, Yosano, Kawabata, Tanizaki, Enchi, Ebuse, Mishima, and Kaiko. (Offered in alternate years.)

[223F] Literature of Imperialism. Study of nineteenth and twentieth century works that describe the great Western attempt to dominate world culture. Readings include works by Conrad, Kipling, Flaubert, Forster, Camus, Endo, and Gordimer. (Writing-intensive.) Maximum enrollment, 20.

[224S] Modern Japanese and Chinese Women Writers. Comparative study of poetry and fiction by twentieth century women writers in Japan and China. Special focus on differences in the way the woman writer defines the role of women in Japan and China, using Hong Kingston as a cultural bridge. Readings include works by Chen, Chiang, Enchi, Hayashi, and Kurahashi, as well as poetry by such early feminist

poets as Yosano and Ch'iu Chin. (Writing-intensive.) (Offered in alternate years.) Maximum enrollment, 20.

225S Madness, Murder, and Mayhem: Nineteenth Century Russian Literature. For full description, see Russian Studies 225. (Writing-intensive.) No knowledge of Russian required. Maximum enrollment, 20. Bartle.

[226S] Revolution, Revelation, and Revenge: Twentieth Century Russian Literature. For full description, see Russian Studies 226.

227F Introduction to African-American Literature. For full description, see English 227. Prerequisite, English 150 or consent of instructor. Open to sophomores, juniors, and seniors only. Maximum enrollment, 40. Odamtten.

240F Inspiration, Intoxication, and Poetry. An East-West comparative study, focusing on the Chinese aesthetics of "improvisational" poetry often associated with wine, and theories for and against the notion of "inspirational" creativity advocated particularly by such English Romantics as Keats, Byron, and Coleridge during the so-called "age of intoxication," and by more recent writers, artists, and composers. Attention paid to different cultural settings, social concerns, and critical implications. Prerequisite, two courses in literature. Maximum enrollment, 40. Lu.

[245S] Modern Drama and Theatre. Exploration of the literary and theatrical dimensions of plays by major nineteenth and twentieth century dramatists. Readings include works by Büchner, Ibsen, Strindberg, Chekhov, Brecht, Beckett, and others. (Writing-intensive.) Prerequisite, one course in literature or theatre, or consent of instructor. (Same as Theatre 245.) Maximum enrollment, 20.

[250S] Heroism Ancient and Modern. For full description, see Classical Studies 250.

[251F] Women Writers of the Middle Ages and the Renaissance. Intensive study of four representative "feminist" writers of the medieval and Renaissance periods: Hildegard of Bingen, Christine de Pizan, Louise Labé, and Vittoria Colonna. Emphasis on literary texts—prose, poetry, drama—but mystical, philosophical, and political writings also included. Attention paid to historical and cultural contexts of women's lives. (Writing-intensive.) (Same as Women's Studies 251.) Maximum enrollment, 20.

258S Opera. Study of literary and musical dimensions of operas by major composers from Mozart to the present. Emphasis on the transformation of independent texts into librettos and the effects of music as it reflects language and dramatic action. Includes such works as *Don Giovanni*, *The Turn of the Screw*, *Orfeo*, and *Candide*. Prerequisite, two courses in literature, or two in music, or one in each field, or consent of instructors. (Same as Music 258.) (Offered in alternate years.) Hamessley and P. Rabinowitz.

[260S] Survey of Caribbean and Latin American Literature in Translation. For full description, see Africana Studies 260.

265F Reason and its Discontents: Eighteenth Century European Literature. A comparative study of an exuberant and argumentatvie period, with special attention to the rise of the individual, intensified relations between writers and their readers, and conflicting theories of human nature, including rational, cynical, libertine, and sentimental. Readings from philosophy, poetry, satirical journals, and novels include authors such as Pope, Voltaire, Locke, Diderot, Goethe, Rousseau, Radcliffe, Radischev, and Wollstonecraft. Maximum enrollment, 40. Brown.

[271S] European Literature: Nineteenth Century Novel. An intensive questioning of the European novel in the nineteenth century, with particular attention to literary movements, social concerns, and developing notions of class and gender. Readings from Austen, Stendhal, Sand, Flaubert, Eliot, and Dostoyevski.

297S Introduction to Literary Theory. Exploration of the kinds of questions that can be asked about literary texts in themselves, and in relation to the cultural and historical contexts in which they are written and read. Readings include drama, poetry, fiction, and theoretical essays, with special attention to New Criticism, structuralism, audience-

oriented criticism, Marxism, and feminism. Prerequisite, two courses in literature. Open to sophomores, juniors, and seniors only. (Same as English 297.) P. Rabinowitz.

[303F] The Fiction of the Future. An examination of social, literary, and critical texts attempting to construct models of the future and to question the possibility and/or potentialities of such models. Readings include science fiction, post-modern, and post-apocalyptic works by such authors as Abe, Calvino, Grass, and Le Guin. Emphasis on changing interpretive and constructional literary strategies that seek to refigure the human consciousness of the cosmos. (Writing-intensive.) Prerequisite, two courses in literature. (Offered in alternate years.) Maximum enrollment, 20.

305S Philosophy and Literature. For full description, see Philosophy 305. (Writing-intensive.) Prerequisite, two courses in philosophy or literature, or consent of instructor. Maximum enrollment, 40. Macdonald.

310F Utopias, Anti-Utopias, Dystopias. A historical exploration of utopias based on education, religion, science, socialism, and feminism and the frequent transformation of such utopias into satire or nightmare. Attention paid to narrative difficulties, such as distinguishing the earnest from the playful. Readings include realism, satire, speculative, and science fiction by authors such as Plato, Erasmus, Bentham, Dostoyevski, Zamyatin, Skinner, Orwell, Piercy, Le Guin. Prerequisite, two courses in literature. Maximum enrollment, 40. Brown.

[329F] Studies in Contemporary African Literature. For full description, see English 329.

339F Studies in Africana Literary Movements. For full description, see English 339. Prerequisite, 211 or 212, or English 200. Open to sophomores, juniors, and seniors only. Maximum enrollment, 40. Odammten.

[340F] Topics in Genre Studies: Detective Story, Tradition and Experiment. Survey of a broad range of works, both "popular" and "serious," showing the continual renewal of the genre through the manipulation of conventional elements to produce new effects and to argue a variety of positions. Includes readings from Sophocles, Dostoyevski, Christie, Faulkner, Hammett, Chandler, Nabokov, Robbe-Grillet, Borges, Butor, Stoppard, Cortázar, and others. Prerequisite, two courses in literature. (Offered in alternate years.)

[342S] Translation: Latin American Women Writers. For full description, see Spanish 342.

[345F] Adoration and Theft: A Study of Literary Borrowing. An exploration of some of the ways in which literary works are nourished by their interconnections with other works of art, from the sharing of formulaic patterns (as in detective stories) through parody, updatings, and rewritings of various kinds up to outright plagiarism. Includes novels, plays, films, and operas by such artists as Sophocles, Shakespeare, Pushkin, Tchaikovsky, Twain, Brecht and Weill, Chandler, Hawks, Stoppard, and others. Prerequisite, two courses in literature, or consent of instructor. (Offered in alternate years.)

371S Dante: *The Divine Comedy.* Reading of the *Inferno*, *Purgatorio*, and *Paradiso* in the context of classical and Biblical influences and Dante's own early poetry and prose. Special attention to Vergil's *Aeneid*. Supplementary readings in medieval commentaries and twentieth century Dante criticism as well as texts such as Imamu Amiri Baraka's *The System of Dante's Hell.* Prerequisite, two courses in literature. Rupprecht.

372S The Novel and Narrative Theory. Analysis of some representative novels in world literature and of narrative theories. Special attention to the following topics: the novel as a multicultural phenomenon; the function of poetry in novelistic narrative; the relationships among the writer, the reader, the text, and the world. Literary works include *Don Quixote, The Tale of the Genji, Dream of the Red Chamber, Brothers Karamazov, Pale Fire, No longer at Ease,* and *One Hundred Years of Solitude.* Criticism by Ian Watt, M. M. Bakhtin, Gerard Genette, Wayne Booth, Edward Said, E.D. Hirsch, Stanley Fish,

Lu Xun, Andrew Plaks, and Charles Larson. Prerequisite, two courses in literature, or consent of instructor. Lu.

373S Translation: Literature of Homelessness and Exile. For full description, see Spanish 373. Taught in English. Prerequisite, one course in literature or consent of instructor. Lawless.

[390S] Topics in Feminist Critical Theory. A study of conflicting theories of the relation of women to language, dealing with such questions as women's silence (real or ascribed), the importance of the sex of the author, and the relation of the reader to the text. Particular emphasis on French/American critical debate on the status of "woman." Readings from such writers as Cixous, G. Eliot, Euripides, Fetterley, Irigaray, Kolodny, Lacan, Wolf, and Woolf. Prerequisite, two courses in literature, or consent of instructor. (Same as Women's Studies 390.)

[391S] Practical Feminist Criticism: Across Gender/Sex/Race. Practical criticism of the novel, focusing on the impact of sexuality, gender, and race as writer and reader construct the text. Emphasis on social construction in the historical formation of sexuality as it intersects with gender and race. Topics for discussion may include cross dressing, gender crossing, and identity politics. Particular attention paid to the question of the extent to which a text may be said to exhibit a sexuality. Texts by such authors as Moraga, Lorde, Forster, Cather, Baldwin, and Bartlett. Prerequisite, two courses in literature, or consent of instructor. (Same as Women's Studies 391.) (Offered in alternate years.)

401S Feminist Theory. Analysis of theories of women's oppression, with particular attention to differences among and between women: race, class, ethnicity, and sexuality. Primarily late nineteenth and twentieth century fiction used to focus on the relationship between feminism and lesbian or queer theory, and the historical formation of sexuality as it intersects with gender and race. (Writing-intensive.) Prerequisite, Women's Studies 101 and either one other course in Women's Studies or Comparative Literature, or consent of instructor. (Same as Women's Studies 401.) Maximum enrollment, 20. N. Rabinowitz.

430F Seminar: Contemporary African-American Literature. For full description, see English 430. Prerequisite, 211 or 212, or English 200. Open to juniors and seniors only. Maximum enrollment, 12. Odamtten.

450S Seminar: Criticism. For full description, see English 450. Prerequisite, English 150 or 200. Open to seniors, and to others with consent of instructor. Maximum enrollment, 12. Marki.

[475F] Shakespeare Around the Globe: Traditions and Experiments. Comparative approach to the study of Shakespeare. Readings in comedy, tragedy, history, and romance. Attention to Greek, Latin, Italian, and English sources, as well as to the history and culture of early Modern Europe and to contemporary critical perspectives. Special sessions on Shakespeare in Japan and on translations and adaptations of Shakespeare worldwide. Some work with performance theory and practice. Prerequisite, two courses in literature. (Same as English 475.)

500F Senior Seminar: Theme and Variation. A theoretical and practical study of the ways in which different authors in different times and places have manipulated similar themes. Focuses on the relationship of Egypt and ancient Greece to modernity, from Isis and Dionysos to Reed's *Mumbo Jumbo* and Wolf's *Cassandra*. Maximum enrollment, 12. N. Rabinowitz.

550S Senior Project. A project resulting in a thesis and supervised by a member of the Department. Required of candidates for departmental honors. The Department.

Creative Writing

See English.

Computer Science

Faculty
Stuart H. Hirshfield, *Chair*
Richard W. Decker
Kris D. Powers

A concentration in Computer Science consists of the required courses Mathematics 113 or 114, and 123, and Computer Science 140, 241, 242, 343, 346, 348, and 447. Concentrators fulfill the Senior Program requirement by taking 447. It should be taken in the fall, and all lower-numbered required courses, with at most one exception, should be completed prior to that time. Students may earn departmental honors through distinguished achievement in courses counting toward the concentration and in 500. A minor in Computer Science consists of Mathematics 123 and Computer Science 140, 241, 242, and one course from among 343, 346, and 348.

140F,S Introduction to Computer Science. An introduction to computer science using HyperCard. Provides a broad survey of the discipline while emphasizing the computer's role as a tool for describing, organizing, and manipulating information. Serves as a terminal course for students who want a one-course introduction to the field, as well as a preliminary course to upper-level Computer Science offerings. The Department.

241F,S Computer Science I. An overview of the fundamental concepts of computer science, using the vehicle of a modern high-level programming language. Topics include an introduction to C++, program specification and verification, and design methodology. Fall sections not open to first-year students. Prerequisite, 140 or consent of instructor. Maximum enrollment, 30. The Department.

242F,S Computer Science II. An introduction to the common data structures and algorithms using those structures. Topics include analysis of algorithms and abstract data types, including lists, stacks, queues, trees, graphs, and sets. Prerequisite, Mathematics 123 (may be taken concurrently) and 241, or placement by the Department. The Department.

246S Artificial Intelligence. An interdisciplinary study of the relationships between digital computers and human intelligence. Topics include formal definitions of computation; knowledge representation schemes; AI programming languages; computer models for problem solving, game playing, theorem proving, pattern recognition and vision, and natural language processing; philosophical and sociological perspectives. Prerequisite, 140 or consent of instructor. (Same as Psychology 246.) Hirshfield.

[248F] Formal Languages and Theory of Computation. An introduction to the basic theoretical principles of computer science that are embodied in formal languages, automata, computability and complexity theory. Topics include finite automata, pushdown automata and parsing, Turing machines, regular and context-free languages, the halting problem, and unsolvability. Prerequisite, Mathematics 123 or consent of instructor.

249S Topics in Computer Science I. Study of an area in computer science. Content, differing from year to year, typically chosen from computer organization, numerical analysis, and programming languages. May be taken more than once with consent of instructor. Prerequisite, 242. The Department.

343F Algorithms. Further study of abstract algorithms and their design, analysis, and implementation. Includes design paradigms, time-space tradeoffs, mathematical techniques for analysis, and complexity hierarchies. Prerequisite, 242. Decker.

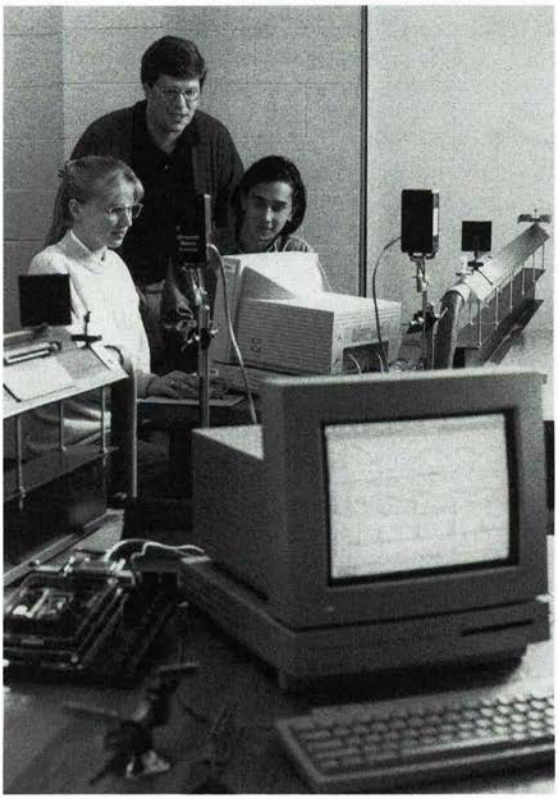
346S Virtual Machines. A study of the principles that govern the design and implementation of computer languages and systems software. Topics include low-level languages, loaders and linkers, macroprocessors, programming languages, compilers, and operating systems. Prerequisite, 242. Hirshfield.

348F Real Machines. Study of the organization, structure, and implementation of computer hardware. Topics include logic circuitry, machine organization, CPU design, memory, external storage, and operating systems. Prerequisite, 242. Powers.

[349F] Topics in Computer Science II. An intensive study of an advanced area in computer science. Content, differing from year to year, typically chosen from database theory, system programming, and computer graphics. May be taken more than once with consent of instructor. Prerequisite, 242 and 343.

447F Senior Seminar in Computer Science. Practicum in which teams of students provide computer expertise and support for faculty research projects. Topics include software engineering analysis, design, coding, testing, maintenance, and documentation. Open to senior concentrators only. The Department.

500S Honors Program. A project approved by the Department and resulting in a paper and an oral presentation. Open to qualified senior concentrators. Prerequisite, permission of the Department. The Department.



Critical Languages

Mary Beth Barth, *Program Director*

In the self-instructional Critical Languages Program, students meet three times a week in small groups with a native speaker (usually a Hamilton student) of the target language. The native speaker is not a "teacher" in the usual sense, and students, therefore, are expected to exercise the self-discipline required of independent work. Courses follow established curricula and are not self-paced. In addition to being highly motivated and self-directed, students must be willing to make a daily commitment to the rigorous study and practice of the language through the use of written and recorded materials. Course grades are determined by mid-term and final evaluations, given by external examiners. Languages offered each year are determined by student interest, suitable materials, the availability of qualified native speakers and examiners, and curricular needs. In most cases, languages are offered for a two year sequence.

For the academic year 1994-95 the following courses are offered:

115F-116S First Year Arabic

215F-216S Second Year Arabic

110F-120S First Year Italian

130F-140S Second Year Italian

113F-114S First Year Portuguese

213F-214S Second Year Portuguese

121F-122S First Year Swahili

221F-222S Second Year Swahili

123F-124S First Year Swedish

223F-224S Second Year Swedish

Dance

See Theatre and Dance.

East Asian Languages and Literature

Faculty
Hong Gang Jin, *Program Director*
De Bao Xu

Special Appointments
Shoko Ishihara
Dina Lowy

The East Asian Languages and Literature Program offers courses in both the Chinese and Japanese languages and cultures, building from the introductory to the advanced level. The program focuses on language acquisition and proficiency, and introduces students to aspects of the contemporary culture of both countries, especially as they are expressed through language. The study of the Chinese or Japanese language also provides an important complement to the Asian Studies Program, and students are encouraged to strengthen their understanding of cross-cultural issues by integrating their language studies with courses offered within Asian Studies.

Instruction in Japanese is offered in conjunction with Colgate University. In 1994-95, first- and second-year study of the language will take place on the Hamilton campus. Study at higher levels will take place on the Colgate campus (transportation provided).

Students of Japanese at Hamilton are eligible for Colgate's Japan Study Group, which goes to Kyoto, Japan, every spring term. The study group provides student residence with Japanese families, intensive language training, and instruction by Japanese and Western experts and people of practical experience in Japanese politics, economics, business, religion, art, and literature. Field trips to historically important sites in and around Kyoto and Tokyo, as well as a month-long stay outside the Kyoto area, are regular parts of the program. Emphasis in all phases of the Study Group is on acquiring experience and knowledge of Japanese culture. Prerequisite, three terms of Japanese and a course on the history, politics, or culture of Japan, and permission of the Study Group Director.

Students interested in beginning or continuing the study of Chinese or Japanese should consult with Professor Hong Gang Jin.

Chinese

110F First Term Chinese. An introduction to spoken and written modern Chinese through conversational drills, comprehension, reading, and writing practice in classwork and homework. Four hours of class, with additional tutorial and laboratory work. Jin.

120S Second Term Chinese. Continued work in speaking, listening, and reading. Emphasis on patterns that facilitate speaking and reading. Four hours of class, with additional tutorial and laboratory work. Prerequisite, 110. Jin.

130F Third Term Chinese. Comprehensive review of grammar and development of language skills through communicative teaching. Four hours of class, with additional tutorial and laboratory work. Prerequisite, 120 or consent of instructor. Xu.

140S Fourth Term Chinese. Continuation of third term Chinese. Development of spoken and written skills as well as familiarity with current Chinese culture. Class discussions in Chinese. Four hours of class, with additional laboratory work. Prerequisite, 130 or consent of instructor. Xu.

150S Introduction to Chinese Culture, Society, and Language. A survey of both traditional and modern Chinese cultural values through the examination of geographical conditions, historical background, literary and artistic expressions, popular customs, and language. Taught in English. Xu.

200F Advanced Chinese I. Designed for students who wish to use the Chinese language beyond everyday conversation level. Concentrates on subtleties of Chinese grammar and builds a vocabulary through extensive use of short texts. Includes expository writing. Taught primarily in Chinese. Four hours of class, with additional tutorial and laboratory work. Prerequisite, 140 or consent of instructor. Xu.

[201S] Selected Readings in Post-Cultural Revolution Literature in Translation. Study and analysis of selected literary works from various schools of post-Cultural Revolution writers, including poetry, prose, short stories, and novels from 1978 to the present. Lectures, discussions, outside readings, and written reports. Taught in English. (Next offered 1995-96.)

202F Chinese Films and Society. A study of modern Chinese society through examining films from 1930 to the present. Major themes include the role of family and kinship, the status of intellectuals, the dynamics of the Chinese urban-rural relationship, issues concerning women and children, problems of daily life, and other aspects of Chinese culture. Taught in English. Jin.

220S Advanced Chinese II. Continuation of Advanced Chinese I, with emphasis on helping students make the transition from the textbook Chinese to an advanced level of competence adequate for reading periodicals and other contemporary literature. Includes expository writing. Three hours of class, with additional tutorial and laboratory work. Prerequisite, 200 or consent of instructor. Jin.

300F Advanced Chinese III. Continuation of 220, with emphasis on rapid reading, vocabulary acquisition, and formal essay writing. Lectures, discussions, and written reports. Taught in Chinese. Prerequisite, 220 or consent of instructor. Jin.

320S Advanced Chinese IV. Continuation of 300, with emphasis on oral fluency and self-expression in speech and writing. Lectures, discussions, and written reports. Taught in Chinese. Prerequisite, 300 or consent of instructor. Xu.

400F Classical Chinese. Readings selected from Confucian classics and other literary, philosophical, and historical texts. Attention given to linguistic and intellectual patterns and to problems of translation. Taught in Chinese. Prerequisite, any 300-level course in Chinese or consent of instructor. Xu.

[420S] Readings in Chinese Literature. Advanced Chinese language training through readings and discussion of key literary and cultural works. Designed to deepen appreciation of Chinese culture. Taught in Chinese. Prerequisite, any 300-level course in Chinese or consent of instructor. (Next offered 1995-96.)

550S Honors Project. Independent study programs consisting of the separate preparation and oral defense of a paper, for students who qualify as candidates for program honors. Only students having an average of at least 88 in courses counting toward the foreign languages concentration at the end of the first semester of the senior year may qualify. The Program.

Japanese

121F-122S Elementary Japanese. Introduction to basic structures and vocabulary. Emphasis on oral communication, with practice in reading and writing, using the two syllabaries (*hiragana and katakana*), and about 100 Chinese characters. Credit given for completion of one term. Maximum enrollment, 15. Lowy.

201F-202S Intermediate Japanese. Completion of presentation of the basic structures of the language. Continued emphasis on oral communication, with practice in reading simple texts and acquisition of an additional 500 Chinese characters. Prerequisite, 122 or consent of instructor. Lowy.

301F-302S Advanced Japanese. Increasing emphasis on written Japanese, with acquisition of an additional 500 Chinese characters. In the second term of the sequence, guided practice given in reading unedited modern texts. Prerequisite, 202 or permission of Department. Taught at Colgate University.

401F-402S Readings in Japanese. Reading in literary and non-literary modern texts and mastery of the remaining Chinese characters on the *joyo kanji* list of 1,945 characters. Prerequisite, 302 or permission of Department. Taught at Colgate University.

Economics

Faculty
Elizabeth J. Jensen, *Chair*
Erol M. Balkan
James Bradfield
Christophre Georges
Paul A. Hagstrom (F)
Derek C. Jones
Hilke A. Kayser
Jeffrey L. Pliskin (F)
John Santos
Elizabeth J. Warner

Special Appointment
Sidney Wertimer, Jr.

A concentration in Economics consists of 100, 110, 265, 275, 285, and four elective courses. Concentrators must complete a Senior Project in one of the ways described below. The Senior Project can be used as one of the four elective courses. The four elective courses must include at least one 400-level course; at least one course chosen from among 305, 325, 340, (355), 365, and 375; and no more than one course chosen from among 230, 240, and 251. Concentrators must complete 265, 275, and 285 by the end of the junior year so that they may apply these analytical tools in a 400-level course. Exemption from this timing requirement is granted only in unusual cases. 265, 275, and 285 must be taken at Hamilton. 400 and 430, as well as differential and integral calculus and linear algebra, are recommended for students planning graduate work in economics. For students planning graduate work in business, or working for honors in the concentration, differential and integral calculus is recommended, as well as 400, 430, 560, and selections from the other 400-level courses.

The Senior Project can be satisfied either by a Senior Thesis or by a project in a designated course. The Senior Thesis is a written report of a project containing original work. Theoretical papers, empirical papers, and papers that survey the scholarly literature are equally acceptable. Students writing a thesis must enroll in 560 (Research Seminar). Projects in designated courses require a paper or a series of papers demonstrating a mastery of advanced methods, an understanding of the scholarly literature on a topic, or an understanding of the evolution of important issues in the discipline. A complete description of the Senior Project is available in Kirner-Johnson 217.

Departmental honors will be awarded to selected concentrators who complete 400 and 560, have a grade point average of at least 88 for all courses taken in the Department, and who write an outstanding Senior Thesis. The criteria on which the thesis will be evaluated are stated in a departmental policy paper.

A minor in Economics consists of 100, 110, 275, 285, and one additional course in Economics. If the student's concentration is in Public Policy, Economics 110 and 275 cannot count in both the student's concentration and the minor. These courses will be used to satisfy concentration requirements, and they will be replaced by alternative courses in the minor requirements. These alternative courses will be chosen by the Chair of the Economics Department in consultation with the Director of the Public Policy Program.

100F,S Introduction to Macroeconomics. Gross domestic product: its measurement and the determination of production and employment levels. The role of the government in the economy, particularly fiscal policy. The money supply, monetary policy, and inflation. Foreign exchange rates. The Department (Fall); Jensen and Jones (Spring).

110F,S Introduction to Microeconomics. The price system as a mechanism for determining which goods will be produced and which inputs employed. Profit-maximizing behavior of firms under differing competitive conditions. Pricing of factors of production and income distribution. Taxation, discriminatory pricing, and government regulation. Theory of comparative advantage applied to international trade. Prerequisite, 100. Georges and Warner (Fall); Kayser and Warner (Spring).

230F Accounting. An elementary study of how the financial transactions of a business firm are usually classified, analyzed, recorded, and interpreted. Emphasis on the theory and function of accounting, with bookkeeping techniques introduced as a means to this end. Open to sophomores, juniors, and seniors only. Wertimer.

[240] Political Economy of the Middle East. An interdisciplinary study of the relationship between Islamic societies and Western economic systems from early Islam to the present. Open to sophomores, juniors, and seniors only.

251S Introduction to Public Policy. For full description, see Public Policy 251. Prerequisite, 110. Open to juniors and seniors with consent of instructor. Maximum enrollment, 40. Wyckoff.

265F,S Economic Statistics. An introduction to the basic concepts of probability and statistics. Topics include descriptive statistics, probability theory, estimation, hypothesis testing, and introduction to the linear regression model and some of its extensions. Primary emphasis on establishing the basic concepts that underlie statistical inference, and on applications of the linear regression model to economics. Use of computer statistical packages. Laboratory used to review assigned problems and to introduce material on the computer. Three hours of class and 75 minutes of laboratory. No previous experience with computers required. Prerequisite, 110 or consent of instructor. Not open to senior concentrators. Maximum enrollment in each section, 16. Kayser (Fall); Hagstrom (Spring).

275F,S Microeconomic Theory. The theory of consumer behavior. Theories of the firm and market structures, and of resource allocation, pricing, and income distribution. General equilibrium and economic efficiency. Prerequisite, 110. Not open to senior concentrators. Jensen (Fall); Pliskin (Spring).

285F,S Macroeconomic Theory. Theories of business cycles and economic growth. Theories of monetary policy, budget and trade balances, aggregate consumption and investment activity, unemployment, inflation, technological change, and productivity growth. Prerequisite, 110. Not open to senior concentrators. Jones (Fall); Georges (Spring).

[305] Workers' Participation in Decision Making and in Economic Returns. An examination of the history, theory, performance, and future prospects for the development of schemes that allow for workers' participation in decision-making and in economic returns. Concentration on producer cooperatives, co-determination, employee stock ownership plans, profit sharing, and similar schemes in Europe, the United States, Japan, and East Europe. Prerequisite, 110. (Next offered 1995-96.)

315S Economics of Gender and Work. An examination of the economic behavior of women and men, with particular emphasis on how economic outcomes affect the relative economic status of women and policies designed to advance gender equality. Topics include the historical evolution of the economic roles of women and men; the gender division of labor within the family and allocation of time between the labor market and household; the interactions between rising female labor force participation and trends in marriage, fertility, and divorce rates; and economic explanations of gender differences in earnings and occupations, including the role of discrimination in observed market outcomes. Prerequisite, 110. Santos.

325F Comparative Economic Systems. A comparative analysis of market and centrally planned systems, and criteria for evaluation. An examination of market, command, mixed, and market socialist economies. Emphasis on problems of transition in East Europe and the former USSR. (Writing-intensive.) Prerequisite, 110. Maximum enrollment, 20. Jones.

[331] International Trade Theory and Policy. Theoretical and empirical analyses of the pattern of international trade and international trade policies. Emphasis on theoretical models used by economists to study international trade issues. Topics include the determinants of the pattern of international trade, the gains from trade, tariffs, quotas, voluntary export restraints, subsidies, GATT and international trade negotiations,

customs unions, free trade agreements, trade adjustment assistance, and industrial policy. Prerequisite, 110. (Next offered 1995-96.)

332F International Finance. Survey of international financial markets in both theory and practice. Topics include optimal monetary and fiscal policy in an open economy and central banking; international financial markets for foreign exchange; eurocurrencies and international bonds; the nature and operation of the principal international financial institutions; international debt issues and country risk. Prerequisite, 110. Balkan.

340S Economic Development. Analysis of the process of development in Third World countries. Topics include alternative theories of development; growth, poverty, and income distribution; unemployment, urbanization, and migration; agricultural transformation; industrialization and trade; globalization of production; education and women in development; sustainable development. Prerequisite, 110. Balkan.

[346] Monetary Policy. A study of the changing role and impact of monetary policy in the economy. Topics include interest rate determination, portfolio theory, the risk and term structure of interest rates, the money supply process, money demand, and monetary policy. Emphasis on policy application. Prerequisite, 110. (Next offered 1995-96.)

350S Economics of Poverty and Income Distribution. A study of domestic poverty and of government programs designed to deal with poverty. Topics include the definition and measurement of poverty, the factors associated with becoming poor, and the design, purpose, financing, and individual incentive effects of various state and federal public assistance programs, as well as their effectiveness in reducing the incidence or duration of poverty. Prerequisite, 110. Hagstrom.

[361] Urban Economics, Politics, and Public Policy. For full description, see Public Policy 361.

[365] Economic Analysis of American History. An examination and explanation of the development of the American economy. Topics include the economics of slavery, the rise of big business, the causes of the Great Depression, and the economics of World War II. Prerequisite, 110. (Next offered 1995-96.)

[375] History of Economic Thought. A survey of economic theory and methodology from the early Greeks to the present. Discussion of the ideas of major economic writers such as Smith, Marx, Marshall, and Keynes, with attention paid to historical context as well as relevance to current economic debates. (Writing-intensive.) Prerequisite, 110. (Next offered 1995-96.) Maximum enrollment, 20.

380F Environmental Economics. Examination of critical issues in environmental and natural resource policy from the perspective of economic theory. Consideration of such immediate issues as curtailing pollution, conserving endangered species and their habitats, and the proper management of natural resources. Broader topics also considered, such as the attainment of a sustainable economy and our responsibility toward future generations. Prerequisite, 110. Maximum enrollment, 40. Kayser.

400S Introduction to Econometrics. An introduction to econometric methods that are frequently used in applied economic research. Emphasis on interpreting and critically evaluating empirical results and on establishing the statistical foundations of widely used econometric methods. Topics include the classical linear regression model, heteroskedastic and autocorrelated disturbances, stochastic regressors, and an introduction to simultaneous equations models. Prerequisite, 265. Pliskin.

416S Mathematical Economics. Presentation of the more important applications of mathematics widely used by economists to analyze questions in both micro- and macroeconomics. Mathematical techniques include calculus, with one and several variables, Lagrangian multipliers, and matrix algebra. Topics include constrained and unconstrained optimization and comparative statics. Intended to enable students to

read more easily a wider selection of the scholarly literature. Prerequisite, 275, 285, and Mathematics 114, or consent of instructor. Bradfield.

425F Theory of Financial Markets. Application of microeconomic theory to describe optimal portfolio construction and the equilibrium risk/return tradeoffs exhibited in security markets. Comparison of the capital asset pricing model and the arbitrage pricing model on both theoretical and empirical grounds. Pricing of options and futures contracts. Special topics may include corporate takeovers, insider trading, performance of mutual funds, use of options and futures contracts for hedging, relationship between capital structure and corporate governance, and topics chosen by students. Prerequisite, 110 and 265, or equivalent, or consent of instructor. May be used as basis for senior project. Bradfield.

430F Seminar: Topics in Macroeconomics. An excursion into topics of current interest primarily related to stabilization and growth policies. Topics include new Keynesian theories, private savings, the budget deficit, neutrality of money, investment, lingering unemployment, and the productivity slowdown. Prerequisite, 265, 285, and Mathematics 114, or consent of instructor. May be used as basis for senior project. Maximum enrollment, 12. Warner.

435S Industrial Organization Theory and Applications. Theoretical and empirical analysis of the relationships among market structure, conduct, and performance. Emphasis on oligopoly behavior including pricing, advertising, and research and development strategies. Examination of antitrust policy. Review of empirical work on structure-conduct-performance relationships. Prerequisite, 265 and 275, or consent of instructor. May be used as basis for senior project. Jensen.

[440] Seminar: Public Economics. Analysis of the role of government in the economy, including the theory of optimal taxation, tax incidence, equity and efficiency, provision of public goods, and the making of government budgetary policy. Prerequisite, 275. May be used as basis for senior project. Maximum enrollment, 12.

491S Applications of Labor Economics. An advanced treatment of selected theoretical and empirical questions concerning labor markets. Prerequisite, 275 or consent of instructor. May be used as basis for senior project. Santos.

560S Research Seminar. Each student works intensively on a topic chosen in consultation with the instructor. Weekly meetings held to hear progress reports and to discuss research techniques pertinent to student topics. Papers presented to the Department at the end of the term. Candidates for honors must complete this course. Prerequisite, 265, 275, 285, and 400 (which may be taken concurrently), and permission of the Department. Maximum enrollment, 12. The Department.

English

Faculty
Margaret O. Thickstun *Chair*
Agha Shahid Ali (FS)
George W. Bahlke
Austin Briggs (F)
Jean C. D'Costa (S)
Janice Grossman
Ivan Marki
Vincent Odamtten (S)
John H. O'Neill
Patricia O'Neill
Shona Ramaya
David Rigsbee
William Rosenfeld
Nathaniel C. Strout
Frederick R. Wagner
T. Edward Wheatley (F)
Ann Whitaker

Special Appointments
Katherine A.S. Collett
Dena Mandel
Irma Rosenfeld

The Department offers concentrations in English and Creative Writing, as follows:

English

A concentration in English consists of nine courses in literature written in English, including 150, 200, and at least three courses other than 200 in literature before 1800. All students are encouraged to take 200 as early as possible; concentrators must complete it by the end of the first semester of the junior year. Courses in literature before 1800 should ordinarily be elected before courses in literature after 1800. One of the courses offered for the concentration must be a 400-level seminar taken in the spring of the senior year as part of the Senior Program. (419 may not be counted toward the concentration in English; 297 and 475 may count toward either the concentration or the minor; 475 is not a seminar.) Students who have an 88 average or better in the concentration at the end of their junior year may elect to write an honors thesis in their senior year. The Department will recommend honors for concentrators who earn a cumulative average of 88 or better in the courses they take for the concentration and who receive an 88 or better on the honors thesis or receive an 88 or better on an honors examination.

A minor in English consists of five courses in literature written in English, including 150, 200, and at least one other course in literature before 1800.

Senior Program in English

The Senior Program requires all concentrators to participate in a 400-level seminar in the spring of the senior year. To graduate with a degree in English, the candidate must pass the senior seminar.

Creative Writing

A concentration in Creative Writing consists of 10 courses: five in literature written in English, including 150, 200, one other course in literature before 1800, and one in literature after 1800; four courses in Creative Writing (215, 304, 305, and 419); and an independent study taken as part of the Senior Program. Students may take no more than one writing course a term; those who wish to concentrate must complete 215 by the end of the sophomore year. With the permission of the Department, students may use one upper-level course in a foreign literature in the original language as one of the required literature credits. Students who plan to concentrate in Creative Writing and who also are considering study abroad should discuss their plans with the Chair of the Department as early as possible, and no later than the fall semester of their sophomore year. The Department will recommend honors for concentrators who earn a cumulative average of 88 or better in the courses they take for the concentration and who earn a grade of 88 or better in both semesters of the Senior Program.

A minor in Creative Writing consists of 150, 200, 215, 304, and 305.

Senior Program in Creative Writing

The Senior Program in Creative Writing consists of the Seminar in Creative Writing (419) elected in the fall and an independent study elected in the spring, both leading to a final portfolio of creative and critical works. A complete description of the program is available in Root 116.

150F,S Reading Literature. Study of ways of interpreting works of literature, both in themselves and in relation to other works. Analysis of works of prose fiction, drama, and poetry. (Writing-intensive.) Open to freshmen. Maximum enrollment in each section, 20. The Department.

200F,S Chaucer, Shakespeare, Milton, Austen. Introduction to the advanced study of literature through extensive examination of the following influential works: selected *Canterbury Tales*, sonnets and a play by Shakespeare, *Paradise Lost*, and *Pride and Prejudice*. Required for the concentrations in English and Creative Writing. (Writing-intensive.) Prerequisite, 150, or another writing-intensive course in literature with the consent of the Department. Maximum enrollment in each section, 20. The Department.

215F,S Introductory Creative Writing: Fiction and Poetry. Introduction to fundamental techniques of fiction and poetry. Regular writing and reading assignments as well as critiques in class. Three 80-minute meetings or two 120-minute meetings. Prerequisite, 150 or 200 (either of which may be taken concurrently with 215). Open to sophomores, juniors, and seniors only. Maximum enrollment in each section, 16. The Department.

220S Introduction to Nineteenth Century Literature. Study of the development of the novel and other narrative forms in the nineteenth century. How the novel mediates questions of realism and romance, popular culture and literary tradition, and influences modern ideas of culture. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Open to freshmen, sophomores, and juniors only. Maximum enrollment, 40. P. O'Neill.

226S Post-Colonial Narrative. A study of Third World authors, mainly of Indian, Pakistani, and African origin, who are writing in the language of their colonizers. Readings in works by such authors as R.K. Narayan, Kamala Markandaya, Salman Rushdie, Talat Abbasi, Chinua Achebe, and Ngugi wa Thiong'o. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Open to sophomores, juniors, and seniors only. Maximum enrollment, 40. Ramaya.

227F Introduction to African-American Literature. Study and discussion of selected works of drama, poetry, and prose by African-Americans, from the 1850s to the 1950s. Focuses on issues of gender, race, and class as they affect the evolution of an African-American literary tradition in the context of the changing U.S. cultural and political attitudes. Prerequisite, 150 or consent of instructor. Open to sophomores, juniors, and seniors only. (Same as Africana Studies 227 and Comparative Literature 227.) Maximum enrollment, 40. Odamtten.

230S The "Gothic" Tradition in English and American Literature. "Medievalism," gender mythologies, the supernatural, the perverse. Readings in works by such authors as Walpole, E. Brontë, M. Shelley, Hawthorne, Faulkner, and Toni Morrison. Not a pre-1800 course. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Open to sophomores and juniors only. Maximum enrollment, 40. Grossman.

[234S] The King James Bible and Its Influence. Close reading and discussion of selections from the King James Bible and examination of the ways its language, ideas, and forms are adapted by writers in the English literary tradition. Not a pre-1800 course. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Open to freshmen, sophomores, and juniors only. (Offered in alternate years; next offered 1995-96.) Maximum enrollment, 40.

244F,S Shakespeare. Introductory survey of selected plays. Prerequisite, 150 or 200, or another writing-intensive course in literature, with the consent of the Department. Open to sophomores and to junior and senior non-concentrators (F); open to freshmen and sophomores only (S). Maximum enrollment, 40. Whitaker (Fall); Strout (Spring).

265S Women and Revenge in Renaissance Drama. A study of Renaissance plays in which women are featured as revengers or as objects of revenge. Focuses on the relation between gender and violence and on the theatricality of revenge. Works by Kyd, Shakespeare, Beaumont and Fletcher, Middleton, Webster, and Ford. Prerequisite, 150 or 200, or another writing-intensive course in literature, with the consent of the Department. Open to sophomores, juniors, and seniors only. Maximum enrollment, 40. Whitaker.

275S Contemporary American Fiction. Study of stories and novels by writers since 1945. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Open to sophomores, juniors, and seniors only. Maximum enrollment, 40. W. Rosenfeld.

280F Chaucer. A study of *The Canterbury Tales* and selected short poems. Major concerns include Chaucer's language, humor, narrative technique, and treatment of issues of gender and class. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Maximum enrollment, 40. Grossman.

[281S] Old English. An introduction to the language and literature of England before the Norman Conquest. Study based upon Old English readers, accompanied by lectures on the history, structure, and vocabulary of the English language. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. (Offered in alternate years; next offered 1995-96.) Maximum enrollment, 40.

283S Middle English Literature: 1100-1500. Medieval English literature, excluding Chaucer, with focus on the fourteenth century. Readings include *The Pearl,* Malory's *Morte D'Arthur, Sir Gawain and the Green Knight,* selections from *Piers Plowman* and from the works of Margery Kempe, and *Everyman*. Special attention to the York mystery plays. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Open to sophomores, juniors, and seniors only. Maximum enrollment, 40. Wheatley.

285F The Puritan Literary Tradition: 1620-1720. The literature of the dissenting tradition in colonial America and Puritan England. Works such as Bradford's *Plymouth Plantation*, Bunyan's *Pilgrim's Progress*, Milton's *Comus*, as well as spiritual autobiographies and shorter works by Anne Bradstreet, Mary Rowlandson, Edward Taylor, and Cotton Mather. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Open to sophomores, juniors, and seniors only. (Offered in alternate years.) Maximum enrollment, 40. Thickstun.

287F English Renaissance Literature. The flowering of literary activity between 1550 and 1660. Non-dramatic works by such authors as Sidney, Spenser, Jonson, Donne, Herbert, Marvell, and Milton. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Maximum enrollment, 40. Whitaker.

289F English Literature: 1660-1744. Major works in prose and verse of the Restoration and early eighteenth century, emphasizing the writings of Dryden, Swift, Pope, and Addison and Steele. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Maximum enrollment, 40. J. O'Neill.

290S English Literature: 1745-1800. Major works in prose and verse of the late eighteenth century, emphasizing the novelists, particularly Sterne, Fielding, and Austen, and Johnson and Boswell. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Open to sophomores, juniors, and seniors only. Maximum enrollment, 40. J. O'Neill.

297S Introduction to Literary Theory. For full description, see Comparative Literature 297. Prerequisite, two courses in literature. Open to sophomores, juniors, and seniors only. P. Rabinowitz.

301S Faulkner and Southern Literature. Analysis of *Go Down, Moses, As I Lay Dying, Light in August*, and *Absalom, Absalom!* in the context of works by other Southern writers ranging from the Frontier Humorists to such novelists as Ellen Glasgow, Robert Penn Warren, Eudora Welty, Alice Walker, and Anne Tyler. Prerequisite, 150 or 200, and one other course in literature. Open to sophomores, juniors, and seniors only. Not open to students who have taken 433. Maximum enrollment, 40. Wagner.

304S Intermediate Creative Writing: Poetry. For students whose work and purpose have developed sufficiently to warrant continuing work in poetry. Regular writing and reading assignments as well as critiques in class. Three 80-minute meetings or two 120-minute meetings. Prerequisite, 215. Open to juniors and seniors only. Maximum enrollment, 16. Rigsbee.

305F Intermediate Creative Writing: Fiction. For students whose work and purpose have developed sufficiently to warrant continuing work in fiction. Regular writing and reading assignments as well as critiques in class. Three 80-minute meetings or two 120-minute meetings. Prerequisite, 215. Open to juniors and seniors only. Maximum enrollment, 16. Ramaya.

306F Poetry of the Renaissance and Twentieth Century. A review of the problems involved in the analysis of poetry. An exploration of the relationship between poetry of the English Renaissance and modern poetry, focusing on the reappearance of such characteristics as irony, wit, and dramatic and meditative modes. Poems drawn primarily from the work of Shakespeare, Donne, Marvell, Hopkins, Dickinson, Yeats, T.S. Eliot, and Thomas. Not a pre-1800 course. (Writing-intensive.) Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. (Offered in alternate years.) Maximum enrollment, 20. Bahlke.

307F Nineteenth Century American Literature. Representative works by Emerson, Thoreau, Hawthorne, Melville, Whitman, Dickinson, Mark Twain, and others. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Maximum enrollment, 40. Marki.

[308S] Special Projects in Creative Writing. For students whose work and purpose have developed sufficiently to warrant advanced work in an area or topic to be determined by the instructor. Two 120-minute meetings. Prerequisite, 215. May not be counted toward the concentration in Creative Writing. (Offered in alternate years; next offered 1995-96.) Maximum enrollment, 16.

309S Early Twentieth Century American Literature. Representative works by James, Frost, T.S. Eliot, Faulkner, Hemingway, Stevens, and others. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Open to sophomores, juniors, and seniors only. Maximum enrollment, 40. Marki.

310F,S Seminar in Expository Writing. The theory of exposition; constant practice in writing clear and logical expository prose. Study of selected specimens of exposition. (Writing-intensive.) May be taken concurrently with another writing course. Open to juniors and seniors only (F); open to sophomores, juniors, and seniors (S). Maximum enrollment, 12. Strout (Fall); Bahlke (Spring).

319F Major Caribbean Writers. A study of the poetry, fiction, and drama of the English-speaking Caribbean, with special emphasis on Derek Walcott (St. Lucian), Edward Brathwaite (Barbadian), V.S. Naipaul (Trinidadian), Wilson Harris (Guyanese), and Jean Rhys (Dominican). Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. (Same as Africana Studies 319.) Maximum enrollment, 40. D'Costa.

[329F] Studies in Contemporary African Literature. Examination of themes and artistic strategies evidenced in works by selected African writers. Focuses on

issues of colonialism and neocolonialism, and how differences of gender, class, and geographical background affect contemporary African literature. Prerequisite, 200, or Comparative Literature 211 or 212. Open to sophomores, juniors, and seniors only. (Same as Africana Studies 329 and Comparative Literature 329.) (Offered in alternate years; next offered 1995-96.) Maximum enrollment, 40.

332F Modern British and American Drama. Analysis of representative plays by such authors as Wilde, Shaw, Lady Gregory, Yeats, T.S. Eliot, Pinter, Beckett, O'Neill, Hellman, Tennessee Williams, Hansberry, Shepard, and August Wilson. (Writing-intensive.) Prerequisite, 150 or 200, and one other course in literature or theater. Open to sophomores and juniors only. Maximum enrollment, 20. Wagner.

[338S] Imagining Empire. An examination of British culture in foreign contexts, focusing on the literature of British men and women travelers from Byron to Orwell. Prerequisite, 150 or 200. Open to sophomores, juniors, and seniors only. (Offered in alternate years; next offered 1995-96.) Maximum enrollment, 40.

339F Studies in Africana Literary Movements. Examination of the thematic, stylistic, and ideological characteristics of representative works by writers of African descent. Focuses on how these works establish or disestablish specific literary movements, such as the Harlem Renaissance, Negritude, anti- and post-colonialist writings, the black arts movement, and Neorealism. Prerequisite, 200, or Comparative Literature 211 or 212. Open to sophomores, juniors, and seniors only. (Same as Africana Studies 339 and Comparative Literature 339.) (Offered in alternate years.) Maximum enrollment, 40. Odamtten.

346F History of the English Language. The development of the English language from Anglo-Saxon times to the present. Special attention to language as speech, the interpretation of literary and vernacular texts in the light of linguistic methodology, and the formation of dialects of English. Readings from Pyles, Jones, Wyld, Sapir, and others. Not a pre-1800 course. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Open to juniors and seniors only. Maximum enrollment, 40. D'Costa.

[347F] English Romantic Literature. Study of the theory and practice of the major English Romantics, with special emphasis on the writer's quest for expanded consciousness and on the social implications of Romantic ideology. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. (Offered in alternate years; next offered 1995-96.) Maximum enrollment, 40.

[348S] Science and Literature in the Nineteenth Century. Study of the influence of Darwin, Huxley, and other scientists on the literature of the nineteenth century. Readings include selections from Darwin's *Autobiography and Letters*, *Origin of Species*, and *Descent of Man*, Huxley's *Autobiography and Essays*, Tennyson's *In Memoriam*, Eliot's *Middlemarch*, Hardy's *The Woodlanders*, and Wells' *The Time Machine*. Prerequisite, 150 or 200, and one other course in literature. Open to sophomores, juniors, and seniors only. (Offered in alternate years; next offered 1995-96.) Maximum enrollment, 40.

350F Love and Marriage in Nineteenth Century Literature. Study of the ideology of Romantic love and its consequences for the marriage plots in Victorian literature. Primary focus on the tension between men's and women's representations of romance and the economic, social, and psychological contexts of the relations between men and women in Victorian England. Readings include works by major authors, historical documents, and secondary sources. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. (Offered in alternate years.) Maximum enrollment, 40. P. O'Neill.

353S British Literature from 1900 to 1950. Readings in works of such writers as Conrad, Yeats, Woolf, Lawrence, Waugh, T.S. Eliot, and Auden. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Maximum enrollment, 40. Bahlke.

[354S] The Novel in England since World War II. Readings of selected novels by such writers as Evelyn Waugh, Kingsley Amis, Anthony Burgess, Iris Murdoch, Doris Lessing, and Margaret Drabble. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Open to sophomores, juniors, and seniors only. (Offered in alternate years; next offered 1995-96.) Maximum enrollment, 40.

[355F] Modern British Poetry. Modern British poets from Yeats to Hughes, with emphasis on T.S. Eliot, Auden, and Thomas. (Writing-intensive.) Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. (Offered in alternate years; next offered 1995-96.) Maximum enrollment, 20.

372S Native American Oral and Written Literature. Not a pre-1800 course. For full description, see Religious Studies 372. (Writing-intensive.) Prerequisite, Religious Studies 108, 202, or consent of instructor. Maximum enrollment, 20. Vogel.

375S Contemporary American Poetry. A study of post-World War II American poets such as Robert Lowell, James Wright, Gwendolyn Brooks, Adrienne Rich, Sylvia Plath, and James Merrill. How poets of the same era manage radically different styles and subject matter. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Open to sophomores, juniors, and seniors only. (Offered in alternate years.) Maximum enrollment, 40. Rigsbee.

414S Seminar: James Joyce. *A Portrait of the Artist as a Young Man*, readings in *Finnegans Wake*. Major emphasis on *Ulysses*. Prerequisite, 150 or 200, and one other course in literature. Open to juniors and seniors only. Maximum enrollment, 12. Briggs.

[415S] Seminar: The Novels of E.M. Forster and D.H. Lawrence. An exploration of the fusion of social and prophetic modes in these writers. The influence of comedy on Forster's *A Room With A View* and *Howards End*. Lawrence's *Apocalypse* as background for *Lady Chatterley's Lover* and *The Man Who Died*. Forster's *A Passage to India* and Lawrence's *Women in Love* as major examples of the prophetic mode in twentieth century literature. Prerequisite, 150 or 200, and one other course in literature. Open to sophomores, juniors, and seniors only. (Offered in alternate years.) Maximum enrollment, 12.

416F Seminar: Virginia Woolf. Close readings and discussion of the novels from *The Voyage Out* through *Between the Acts*. Prerequisite, 150 or 200, and one other course in literature. Open to juniors and seniors only. (Offered in alternate years.) Maximum enrollment, 12. Bahlke.

419F Seminar in Creative Writing. For students whose work and purpose have developed sufficiently to warrant advanced work in fiction, poetry, or both. Individual projects leading to a final collection of writings in the form of a novel, a series of stories, a series of poems, a full-length play, a series of short plays, or any equivalent combination of works in genres on which the student and instructor agree. Regular writing and reading assignments as well as critiques in class. Three 80-minute meetings or two 120-minute meetings. Prerequisite, 304, 305, and consent of the Department. Open to seniors only. Maximum enrollment, 12. W. Rosenfeld.

422S Seminar: Women in English Renaissance Literature. Works by and about women written between 1550 and 1660, including plays by Shakespeare, Webster, Middleton, and Elizabeth Faulkand; poems by Spenser, Mary Wroth, Amelia Lanier, and Anne Bradstreet; short prose by Bathshua Makin, Margaret Fell, Elizabeth Clinton, and Elizabeth Joceline. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Open to junior and seniors only. Maximum enrollment, 12. Thickstun.

426S Seminar: The Early Development of the English Novel. Close reading and discussion of novels written between 1660 and 1800. Particular attention paid to questions of critical theory and to works by and about women by such authors as Aphra Behn, Frances Burney, Daniel Defoe, Eliza Heywood, Henry Fielding, Sarah Fielding, Charlotte Lennox, Mary Delariviere Manly, Henry Mackenzie, Samuel

Richardson, Charlotte Smith, Tobias Smollett, and Laurence Sterne. Prerequisite, 150 or 200, and one other course in literature. Open to juniors and seniors only. Maximum enrollment, 12. J. O'Neill.

430F Seminar: Contemporary African-American Literature. The study of how contemporary African-American literary works articulate with the modern and post-modern multicultural environment in which they are situated. Selected readings from such writers as Amiri Baraka, Henry Dumas, Toni Morrison, Gloria Naylor, Ishmael Reed, Ntoake Shange, Alice Walker, and John Wideman. Prerequisite, 200 or Comparative Literature 211 or 212. Open to juniors and seniors only. (Same as Africana Studies 430 and Comparative Literature 430.) Maximum enrollment, 12. Odamtten.

433F Seminar: Faulkner and Other Writers of the Modern South. Close reading and discussion of *As I Lay Dying, Light in August, The Hamlet,* and *Absalom, Absalom!* in relation to works by such writers as Katherine Anne Porter, Walker Percy, Alice Walker, Eudora Welty, and Richard Wright. Prerequisite, 150 or 200, and one other course in literature. Open to juniors and seniors only. Not open to students who have taken 301. Maximum enrollment, 12. Wagner.

438S Seminar: English Victorian Literature. Analysis of the conflict between the proponents of art as a criticism of life and the proponents of aestheticism in the mid and late nineteenth century. Selected readings by such authors as Arnold, Pater, Ruskin, Wilde, George Eliot, Browning, Hardy, the Pre-Raphaelites, and the New Woman Writers. Prerequisite, 150 or 200, and one other course in literature. Open to juniors and seniors only. Maximum enrollment, 12. P. O'Neill

[443S] Seminar: Elizabethan and Jacobean Drama. Intensive study of plays by Shakespeare in conjunction with plays by such dramatists as Marlowe, Jonson, Webster, and Ford. Prerequisite, 150 or 200, and one other course in literature. Open to juniors and seniors only. (Next offered 1995-96.) Maximum enrollment, 12.

[445S] Seminar: The Idea of the Self from the Middle Ages to the Renaissance. An examination of three evolving aspects of self-consciousness: the dignity of the individual, the value of literary self-expression, and the awareness of differences between "modern" and ancient. Works by such authors as Chaucer, Margery Kempe, Charles d'Orleans, James I of Scotland, Skelton, More, Spenser, and Shakespeare. Prerequisite, 150 or 200, and one other course in literature. Open to juniors and seniors only. (Offered in alternate years; next offered 1995-96.) Maximum enrollment, 12.

450S Seminar: Criticism. Selected readings in literary theory, with emphasis on critics of this century. Requires long essay showing the student's progress in developing coherent critical perspectives. Prerequisite, 150 or 200. Open to seniors, and to others with consent of instructor. (Same as Comparative Literature 450.) Maximum enrollment, 12. Marki.

[475F] Shakespeare Around the Globe: Traditions and Experiments. For full description, see Comparative Literature 475.

500F-501S Senior Thesis. Independent study for honors candidates in English, culminating in a thesis. One-half credit each term. The Department.

550 Senior Independent Study. Independent study as part of the Senior Program for Creative Writing concentrators. Completion and revision of work begun in 419, leading to a portfolio. The Department.

English as a Second Language

Alison Doughtie, *Program Director*

Students for whom Standard English is not a first or native language may be advised to elect Writing 101 in the first semester. It is a writing-intensive course especially designed to assist those students who are not native speakers of English in sharpening their writing skills for college-level work in all academic disciplines. Writing 101 is open to all students, in addition to those with advisor-recommended placement, who desire advanced instruction and ongoing practice in English language usage in an academic setting. A one-semester course in which grades are given, it provides regular academic credit toward graduation requirements and satisfies the College-wide requirement of one writing-intensive course during the first year. Student tutors with training in English as a Second Language will be available to assist students with work in all their courses, including Writing 101. An additional one-semester course, Writing 102, may be offered in the spring semester if needed.

101F, 102S English as a Second Language. For full description, see Writing 101, 102, under Writing Program. (Writing-intensive.) Maximum enrollment, 10. Doughtie.

Geology

Faculty
Eugene W. Domack, *Chair* (S)
Cynthia R. Domack, *Acting Chair (Spring)*
David G. Bailey (S)
Todd W. Rayne
Barbara J. Tewksbury

A concentration in Geology consists of one course in Principles of Geology (103 to 112), 209, 211, 220, 230, 290, 310, 510-511, and one other course numbered 200 or higher. Advanced courses in the supporting sciences, computer science, or mathematics may, at the discretion of the Department, be substituted for two of these courses. A course in geologic mapping is recommended. A Senior Project is required for the concentration. A complete description of the Senior Program is available in Science 111b. All concentrators, but especially those planning a career in the earth sciences, should take basic courses in biology, chemistry, computer science, mathematics, and physics, according to the student's interests. Departmental honors will be awarded on the basis of excellence in course work and a superior Senior Project. A minor consists of a course in Principles of Geology and four other courses at the 200 level or above that are approved by the Department.

103F Principles of Geology: The Geology and Development of Modern Africa. An interdisciplinary study exploring how the geologic evolution of the continent has influenced the pre-historic, historical, political, and economic development of Africa. Specific coverage of the Nile River System, climate change in the Sahara, the East African Rift Zone, and resources in southern and western Africa. Three hours of class and one hour of laboratory. Not open to students who have taken any other course in Principles of Geology. (Same as Africana Studies 103F). Maximum enrollment, 50. Tewksbury.

104F Principles of Geology: Origins. An overview of the origin and evolution of the universe, solar system, and earth. Particular emphasis on the early history of the Earth and the origin of the atmosphere, oceans, continents, and life. Three hours of class and one hour of laboratory. Not open to students who have taken any other course in Principles of Geology. Maximum enrollment, 50. Bailey.

105F Principles of Geology: Earth Systems. An introduction to global earth systems with an emphasis on the processes that shape the earth's surface. Topics include the earth's lithospheric, oceanic, and atmospheric systems. Three hours of class and one hour of laboratory. Not open to students who have taken any other course in Principles of Geology. Maximum enrollment, 50. E. Domack.

[107S] Principles of Geology: Humans and the Ice Age Earth. An introduction to archaeologic and geologic studies as they are applied to climate changes and related human adaptations. Focuses on stratigraphic principles, environmental reconstructions, archaeologic field methods, chronologic methods, and the impact of climate changes during the past 2.5 million years. Three hours of class and one hour of laboratory/discussion. Not open to students who have taken any other course in Principles of Geology. (Same as Anthropology 107.) (Next offered 1995-96.) Maximum enrollment, 50.

110S Principles of Geology: Geology and the Environment. An introduction to the principles of geology as applied to current environmental issues such as solid waste disposal, consumption of conventional and alternate energy resources, and utilization of our natural resources. Three hours of class and one hour of laboratory or field trip. Not open to students who have taken any other course in Principles of Geology. Maximum enrollment, 50. Rayne.

[111F] Principles of Geology: Planet Earth. An introduction to global geologic phenomena from the viewpoint of plate tectonics, emphasizing modern plate motions

and related geologic processes and hazards. Laboratory work focuses on the geology of the southwest Pacific. Three hours of class and one hour of laboratory. Not open to students who have taken any other course in Principles of Geology. (Next offered 1996-97.) Maximum enrollment, 50.

112S Principles of Geology: Oceanography. An introduction to the physical, chemical, and biological nature of the marine environment. Topics include marine geology, seawater composition, atmosphere/climate, ocean circulation, waves, tides, coastal processes, life in the sea, ocean resources, and marine pollution. Three hours of class and one hour of laboratory. Not open to students who have taken any other course in Principles of Geology. Maximum enrollment, 50. C. Domack.

[205S] Hawaii Field Study. A field study of volcanic and marine features of Hawaii, with emphasis on comparative planetology and the plate tectonic setting of the Hawaiian island chain. Prerequisite, Principles of Geology. Conducted over a 17-day period between the end of the first semester and beginning of the second. One-half course credit. Extra cost.

209S Hydrogeology. The study of surface water and groundwater, with emphasis on groundwater. The influence of geologic materials on groundwater flow, an introduction to groundwater hydraulics, and groundwater/surface water interactions. Basic hydrogeologic field methods introduced in the laboratory section. Three hours of class and three hours of laboratory, with field trips. Prerequisite, Principles of Geology. Rayne.

[210F] Glacial Geology. A survey of the distribution and dynamics of glacial systems, theories of global climate change, and processes and products of glacial erosion and deposition. Marine record of glacial events and glacial periods throughout earth history. Three hours of class and two hours of laboratory, with field trips. Prerequisite, Principles of Geology. (Next offered 1995-96.)

211F Sedimentary Geology. A study of the genesis and diagenesis of clastic, carbonate, evaporite, and other important sediments and rocks. Emphasis on fluid dynamics of grain transport, facies architecture, seismic stratigraphy, and paleoclimatic/tectonic significance of depositional sequences. Three hours of class and three hours of laboratory. Field trips. Prerequisite, Principles of Geology. E. Domack.

220F Mineralogy. An introduction to crystallography, crystal chemistry, and optical mineralogy. Identification of minerals by physical, optical, and X-ray diffraction techniques. Three hours of class and three hours of laboratory. Field trip. Prerequisite, Principles of Geology. Bailey.

225S Planetary Geology. The geology of the planetary bodies of our solar system, including the history and future of solar system exploration and the applications of planetary studies to understanding the geology of the earth. Three hours of class and one hour of laboratory/discussion. Prerequisite, Principles of Geology. Tewksbury.

230S Structural Geology. A study of the origin, development, and study of macroscopic and microscopic structures in deformed rocks. Field, graphical, laboratory, and computer techniques used in studying deformed rocks. Six hours of class/laboratory. Field trip. Prerequisite, Principles of Geology. Tewksbury.

[235F] Geomorphology. The study and analysis of landforms and the processes that create them. Fluvial, coastal, eolian, glacial, and other types of landforms examined in the classroom and the field. Three hours of class and one hour of laboratory. Prerequisite, Principles of Geology. (Next offered 1995-96.)

240F Meteorology. A study of the atmospheric environment. Topics include the earth's atmosphere, temperature, humidity, condensation, cloud development, precipitation, winds, air masses, storms, and climate. Three hours of class. Prerequisite, Principles of Geology. C. Domack.

255Su Glacial Geology and Tectonics of the Alps. A field study of Pleistocene glacial deposits, modern glaciers, and tectonics of the Swiss and Austrian Alps. Includes

an intensive one-week classroom session during the summer, followed by a 17-day field trip to Switzerland, Germany, and Austria. One-half credit. Extra cost. Prerequisite, Principles of Geology. E. Domack and Rayne.

[265S] Field Geology. Introduction to principles and practice of geologic mapping. One hour of class per week during the semester, followed by four weeks of field mapping after end of final exams. Field mapping areas in the Catskills, Summer Coon (Colorado), Garden of the Gods (Colorado), and Needle Mountains (Colorado). Extra cost. Prerequisite, Principles of Geology. (Next offered 1996-97.) Maximum enrollment, 10; minimum, 4.

[275S-Su] Geology of the Pacific Northwest. Examines, in the field as well as through readings and discussion, a diversity of geologic landscapes from glaciers to volcanoes. One hour of class per week during the semester. Two and one-half weeks of field work in Puget Lowlands, Olympic Peninsula, Cascades, and eastern Washington and Oregon. Field work conducted in late July and early August. Extra cost. Prerequisite, Principles of Geology (may be taken concurrently). Maximum enrollment, 10.

[280F] Earth Resources. A study of economic mineral deposits, their distribution, origin, economic significance, and the environmental impact of their exploitation. Three hours of class and one hour of laboratory. Field trips. Prerequisite, Principles of Geology. (Next offered 1995-96.)

290F Paleontology. A study of the origin of life, evolution, and the fossil record. Topics include the general principles of paleontology, nomenclature, taxonomy, identification techniques, fossilization processes, plants, microfossils, invertebrates, and vertebrates. Three hours of class and three hours of laboratory. Field trips. Prerequisite, Principles of Geology. C. Domack.

309F Advanced Hydrogeology and the Environment. Advanced topics in hydrogeology, including geochemical principles, an introduction to contaminant transport, computer modeling of groundwater flow, and groundwater contamination studies of landfills, hazardous waste sites, and other environmental problems. Three hours of class and one hour discussion. Field trips. Prerequisite, Principles of Geology and 209. Rayne.

310S Igneous and Metamorphic Petrology. A study of the mineralogy, chemistry, origin, and evolution of igneous and metamorphic rocks. Emphasis on the physical and chemical processes involved in their formation. Three hours of class and three hours of laboratory. Field trip. Prerequisite, 220. The Department.

[320S] Micropaleontology. A study of microscopic fossils including marine groups such as foraminifera and radiolaria along with non-marine groups such as spores and pollen. Emphasis on morphology, distribution, preservation, and paleoenvironmental application. (Writing-intensive.) Three hours of class and one hour of laboratory/discussion. Prerequisite, 290. (Next offered 1995-96.)

[340S] Plate Tectonics. Advanced study of modern plate interactions, tectonic evolution of the earth's crust, deep earth structure, and regional tectonic analysis, with an emphasis on the contributions of geophysics to an understanding of plate tectonics. (Writing-intensive.) Four hours of class. Field trip. Prerequisite, two 200-level courses in Geology. (Next offered 1995-96.) Maximum enrollment, 20.

350S Marine Geology. A study of the marine environment from a geologic perspective. Topics include the structural and oceanographic setting, the ocean margins, oceanic sediments and microfossils, and ocean history. (Writing-intensive.) Three hours of class and field/boat trips to Cape Cod and Lake Champlain. Prerequisite, 220. (Offered in alternate years.) Maximum enrollment, 20. The Department.

510F-511S Senior Project. A two-term course during which concentrators pursue an independent project and present the results to the Department. Proposals must be accepted in the spring semester of the student's junior year. 511 may not be taken as a separate course. One course credit for 510 and one-half credit for 511. The Department.

German and Russian Languages and Literatures

Joseph T. Malloy, *Chair*

German

Faculty
Christine E. Groeppner
Joseph T. Malloy
Edith Toegel

A concentration in German consists of eight courses numbered 130 or higher, including 210, 220, the Senior Project (550), and an additional course at or above the 300 level during the spring semester of the senior year. In addition, appropriate study in a German-speaking country may be counted toward the concentration. Students earn departmental honors through distinguished achievement in the courses approved for the concentration and on the Senior Project. A complete description of the Senior Project is available in Christian A. Johnson 107. A minor in German consists of five courses numbered 130 or higher, including 210 and 220. One course in translation may be counted toward the concentration or the minor. Except for literature in translation, courses numbered 140 or above are taught entirely in German.

110F First Term German. Thorough introduction to the German language. Exercises in aural comprehension, speaking, reading, and writing reinforced by cultural and literary texts as well as video recordings. Four hours of class with additional drill sessions and laboratory work each week. Toegel.

120S Second Term German. Continued development of German grammar and its use in aural comprehension, speaking, reading, and writing. Readings in literature and culture supplemented with video recordings. Four hours of class with additional sessions and laboratory work each week. Groeppner and Toegel.

125F Intensive German. Thorough language instruction for students who have previously studied German but who are not yet prepared for 130. Review of basic grammatical structures with drill in aural comprehension, speaking, reading, and writing, as preparation for 140. Four hours per week. Malloy.

130F Third Term German. Intensive review of grammar, syntax, and conversational techniques through work in aural comprehension, speaking, reading, and writing. Literary texts supplemented with *Realia* (such as news stories and *Lieder*). Four hours of class and laboratory work. Malloy.

140S Introduction to German Literature and Culture. Continued development of German grammar and vocabulary with cultural and literary texts, including works by Kafka, Dürrenmatt, and Brecht and song texts by contemporary *Liedermacher.* Practice in oral and written work. Prerequisite, 130 or consent of instructor. Groeppner.

210S Survey of German Literature I. Study of major writers and literary movements from the Middle Ages to the Age of Goethe. Includes works by Wolfram von Eschenbach, Sachs, Gryphius, and Goethe. (Writing-intensive.) Prerequisite, a 200-level German course. Maximum enrollment, 20. Malloy.

220F Survey of German Literature II. Selected texts of the nineteenth and twentieth centuries introducing major writers and intellectual movements. Authors read include Tieck, Keller, Schnitzler, T. Mann, Seghers, Böll, Brecht, and Wolf. (Writing-intensive.) Prerequisite, 140 or consent of instructor. Maximum enrollment, 20. Toegel.

230F Composition and Conversation. Advanced practice in writing German prose. Practice in speaking German on a conversational level. Compositions and oral

reports. (Writing-intensive.) Prerequisite, 130 or consent of instructor. Maximum enrollment, 20. Groeppner.

260S Contemporary German Culture. Emphasizes conversational discussions on a wide variety of topics and questions of current and general interest (e.g., educational system, geography, politics, and the arts). Prerequisite, a 200-level course or consent of instructor. Groeppner..

[401F] The Age of Goethe. Study of the literary, intellectual, and cultural developments in late eighteenth and early nineteenth century German-speaking lands. Origins of the anti-rationalistic *Sturm und Drang* movement and the rise of German classicism. Plays, poems, novels, and theoretical texts from Herder, Lessing, Klopstock, Kant, Goethe, LaRoche, Schiller, and Hölderlin. (Next offered 1995-96.)

411S The German Romantic Age. Study of the origins and artistic expression of the Romantic movement in Germany from the late eighteenth century to its peak in the early nineteenth. Focuses on experimentation with social and poetic conventions, attemps to integrate the arts, the artist as prophet, and the notion of the journey as a means of self-discovery. Comparison of folk tales (Grimm) with artistic fairy tales as the seeds of surrealism. Prerequisite, 210, 220, or equivalent. Malloy.

420F From Empire to Republic: Twentieth Century German Literature. Study and analysis of works spanning the era from 1871 to the beginning of the Second World War. Selections focus on literary and cultural changes including the *Jahrhundertwende* and the Weimar Republic. Authors read include Fontane, C.F. Meyer, Trakl, Rilke, Hofmannsthal, George, Schnitzler, and Brecht. Prerequisite, 210, 220 or equivalent. Toegel.

[430S] Topics in German Literature. Readings in literature after 1945, with focus on works dealing with the destructiveness of war and its aftermath; links between science and politics; sociopolitical oppression of women and minorities; and problems of sexual responsiblility and psychological development. Texts by Wolfgang Borchert, Marieliuse Fleisser, Ingeborg Bachmann, Gerlinde Reinshagen, Peter Weiss, and others. Prerequisite, 210 or 220, or equivalent. (Next offered 1995-96.)

[440S] Modern Literature of the German-Speaking Countries. Study of post-1945 literature focusing on the emergence of two contrasting Germanies: Berlin, the divided city; models of contemporary life at home and in the workplace; violence in society; and the *Neuanschluss* leading to unification. Texts by Bachmann, Böll, Braun, Grass, Kirsch, Wolf, and others. (Next offered 1995-96.)

550F Senior Project. Independent work consisting of the preparation and presentation of a research paper, translation, or other project designed by the student. Open to seniors only. Required of senior concentrators. Malloy.

German Literature Courses in Translation

160S From Monarchy to Modernism: Austria and its Literary Tradition. Examines the rich cultural and literary heritage of Austria, with emphasis on its specific national identity. Focuses on representative works of major Austrian writers spanning the period from the fall of the monarchy to the present, including *fin de siècle* Vienna, the *Anschluß* (annexation), and literature after 1945. Writers include Ebner-Eschenbach, Freud, Schnitzler, Hofmannsthal, Rilke, Bachmann, and Bernhard. No knowledge of German required. Toegel.

170F German Literature and Film in the Post-War Era. An interdisciplinary study of German film and literature with focus on recent cultural, political, and historical events. Films include *Metropolis, The Blue Angel, Jew Süss, The Tin Drum, The White Rose, Wings of Desire, The Nasty Girl,* and *Ode to Joy and Freedom*. No knowledge of German required. Groeppner.

[180S] Fairy Tales, Myths, and Legends. A survey of German ballads, *Singspiele,* and narrative texts including representative works from the medieval age, the eighteenth and nineteenth centuries, and the modern age. Texts include *The Song of the Nibelungen*

(considered both as a prose work and in its Wagnerian incarnation), fairy tales of the Brothers Grimm, Schubert's settings of Goethe's ballads, and Kafka's *Metamorphosis.* Works read not only as literary documents but as indices of the cultural, sociological, or political development of German-speaking lands. All texts and classwork in English. (Next offered 1995-96.)

[190F] German Women Writers of the Twentieth Century. Study of the portrayals and experiences of women in post-World War prose and poetry by women writers in East and West Germany, Austria, and Switzerland. Topics include the quests for identity, voice, and independence; examination of the emerging roles of women in the two Germanies; and radical experiments with gender identity. Readings include works by Ingeborg Bachmann, Sara Kirsch, Anna Seghers, and Christa Wolf, as well as selections from appropriate secondary sources. All texts and classwork in English.

Russian

Faculty
John Bartle
Franklin A. Sciacca

The Department offers a complete program of instruction in the Russian language. Beginning in the first-year course, particular attention is paid to the cultural context of the language. Emphasis is placed on the language of the contemporary Russian media at the second-year level, followed by the opportunity to begin close readings of Russian literature in the original at the third-year level. Courses in Russian literature and culture in translation are offered in the Russian Studies program. Study in Russia on a semester or year program is strongly recommended for those interested in Russian Studies. The Department serves as the representative to the American Collegiate Consortium and is able to place Hamilton students in universities throughout Russia and the other republics of the former USSR. It also hosts two exchange students from the former Soviet territories every year. (For complete description, see Academic Programs and Services.)

110F Russian for a Changing World: Elementary Russian I. An introduction to the speaking, reading, and writing of contemporary Russian. Emphasis on colloquial expression and practice in the etiquette of common social situations. Class activities include a field trip to the Russian Monastery in Jordanville, N.Y. Sciacca.

120S Russian for a Changing World: Elementary Russian II. Continued development of skills in spoken and written Russian. Class activities include film presentations and the production of a Russian-language video. Prerequisite, 110 or equivalent. Bartle.

210F Intermediate Russian I. Development of vocabulary and oral expression, with continuing work on difficult grammar topics. Introduction to the language of newspapers, journals, and television programming. Prerequisite, 120 or equivalent. Bartle.

220S Intermediate Russian II. Introduction to the language of popular culture, including contemporary film and music. Vocabulary organized to include such topics as current events, daily life, and the changing business environment. Prerequisite, 210 or equivalent. Bartle.

300F Advanced Russian I: Russian Press and Television. Close study of the language of Russian media. Particular attention paid to style and content. Continued work on vocabulary and reading skills. Conducted entirely in Russian. Prerequisite, 220. Sciacca.

330S Advanced Russian II: Readings in Russian Literature. Analysis and discussion of works by nineteenth and twentieth century Russian authors such as Gogol, Dostoyevski, Nabokov, and Solzhenitsyn. Emphasis on conversation and composition. Conducted entirely in Russian. Prerequisite, 300. Sciacca.

[400F] Seminar in Russian Language for Research. Designed to prepare students to use written and video sources in the Russian language for research purposes. Topics for readings include literary, critical, political, and historical texts, and the contemporary press. Practice in aural comprehension of Russian news media. Emphasis on reading and comprehension skills. Prerequisite, 330, or consent of instructor. (Next offered 1995-96.)

Russian Literature and Civilization Courses in Translation

See Russian Studies.

Government

Faculty
Frank M. Anechiarico, *Chair*
Vincent A. Auger
Alan W. Cafruny
Carol A. Drogus
Theodore J. Eismeier
Samuel W. Lewis
Cheng Li (FS)
Thomas G. Moore
Stephen W. Orvis
David C. Paris
Kathleen E. Smith
Steven M. Teles
Paul G. Wyckoff (F)

The Department offers concentrations in Government and in World Politics, as follows:

Government

Beginning with the Class of 1997, a concentration in Government consists of nine courses: two from among 112, 114, 116, and 117, with at least one of those two being writing-intensive, and seven at the 200 level or above. These seven must include one course at the 300 level and 550-551 (Senior Project). For the Classes of 1995 and 1996, a concentration in Government consists of 10 courses: three from among 112, 114, 116, and 117, and seven at the 200 level or above. These seven must include 550-551 (Senior Project). To qualify for honors in Government, a student must have an 88 average in departmental courses and have completed with distinction 550-551. A minor in Government consists of five courses, including at least two at the 200 level or above.

World Politics

A concentration in World Politics consists of 11 courses. The core requirements are 112 and 114, one course from 291 or 292, and 550-551 (Senior Project). To complete the concentration, students are also expected to study specific nations and regions in the international system by choosing one of the following six options:

International Relations. Government 386; three courses from 290, 340, 355, 381; two other courses in Anthropology, Economics, Government, History, or Sociology, chosen in consultation with the advisor and dealing with foreign areas and/or international relations. Government 386 should normally be completed by the end of the junior year.

Area Studies. Government 310 or 337; one of five area specialties, as follows, each of which requires competence in an appropriate language, chosen in consultation with the advisor, as demonstrated by successful completion of four semesters of language instruction. The fourth-semester language course counts as one course toward the concentration. Government 310 or 337 should normally be completed by the end of the junior year.

Africa: Four additional courses, including 218, chosen in consultation with the advisor;

Asia: Four additional courses, including 211, chosen in consultation with the advisor;

Latin America: Four additional courses, including 216, chosen in consultation with the advisor;

Russia and Eastern Europe: Four additional courses, including 213, chosen in consultation with the advisor;

Western Europe: Four additional courses, including 214 and 355, chosen in consultation with the advisor. Concentrators specializing in English-speaking European states will be expected to take 386 in place of a language.

Additional preparation in foreign languages and economics is recommended for students contemplating a career in international affairs.

To qualify for honors in World Politics, a student must have an 88 average in concentration courses and have completed with distinction 550-551.

Term in Washington Program

The Term in Washington Program combines regular academic study with the experience and understanding gained by working in congressional and executive offices. Four credits are awarded toward graduation, two of which (325 and 327) count toward a concentration in Government, and up to two may be counted toward a concentration in World Politics or Public Policy. To qualify for the program, a student must have taken at least one of the following: 221, 251, 329, 334, or 338. The program is not restricted to those concentrating in Government. It is also open to selected students from other colleges.

112F,S Comparative Politics. Introduction to the study of non-American national political systems, emphasizing authority, legitimacy, and processes of state- and nation-building. Comparison of alternate forms of political development in selected Western and non-Western countries. (Fall sections, writing-intensive.) Open to junior and senior non-majors with consent of instructor only. Maximum enrollment in each section, 20 (Fall); 40 (Spring). Orvis (Fall); Cafruny (Spring).

114F,S International Relations. Introduction to the theory and practice of world politics. Emphasis on the changing structure of the international system; the role of the nation-state and non-state actors; patterns of conflict and cooperation; the use of force, diplomacy, and ideology; the interplay between politics and economics. (Spring sections, writing-intensive.) Open to junior and senior non-majors with consent of instructor only. Maximum enrollment in each section, 40 (Fall); 20 (Spring). Drogus (Fall); Moore (Spring).

116F,S The American Political Process. Introduction to the study of American national institutions, the public policy-making process, and in general, the distribution of political power in American society. (Spring sections, writing-intensive.) Open to junior and senior non-majors with consent of instructor only. Maximum enrollment in each section, 40 (Fall); 20 (Spring). Eismeier (Fall); Teles (Spring).

117F,S Introduction to Political Theory. Survey of selected political theorists from Plato to the present. Examination of questions of liberty, equality, and justice. (Fall sections, writing-intensive.) Open to junior and senior non-majors with consent of instructor only. (Same as Philosophy 117.) Maximum enrollment in each section, 20 (Fall); 40 (Spring). Paris.

211F Politics in China. Decline of Confucian China and problems of recreating political order. Topics include rise of the Communist Party, political organization and policy in the People's Republic, role of ideology, foreign relations, the politics of modernization, and China's increasing integration into the world economy. Prerequisite, 112 or 114. Maximum enrollment, 40. Moore.

[213F] Post-Soviet Politics. Examination of politics after the collapse of communism in the former Soviet Union, from historical and comparative perspectives. Focuses on the failure of Gorbachev-era reforms and the disintegration of the Union. Topics include the rise of ethnic politics, the creation of political parties, the dilemmas of combining marketization and democratization, and Russia's new role in the international arena. Prerequisite, 112 or 114. (Next offered 1995-96.) (Same as Russian Studies 213.) Maximum enrollment, 40.

[214S] Politics in Western Europe. Comparative study of post-World War II politics and government in several European countries, normally concentrating on Britain, France, and Germany. Topics include state and political institutions, state- and nation-building, social conflicts and consensus, political culture, and the interplay of politics and economics. Some attention paid to international relations in Western European states. Assumes some prior knowledge of Western European history. Prerequisite, 112 or 114. (Next offered 1995-96.) Maximum enrollment, 40.

216S Politics in Latin America. Comparative and historical approach to analyzing the political process in contemporary Latin America. Focuses on nature of authoritarian regimes and the current process of redemocratization. Topics include the role of the military and state, popular resistance to military rule, human rights, and political problems of economic development. Prerequisite, 112 or 114. Maximum enrollment, 40. Drogus.

218S Politics of Africa. Comparative examination of the domestic politics of sub-Saharan Africa. Central focus on explaining the recent rise of multi-party democracy across the continent and its future prospects. Examination of the colonial legacy, the nature of the African state, ethnic conflict, class divisions, the role of the military, and the problems of economic underdevelopment (particularly debt and the agrarian crisis). Prerequisite, 112 or 114, or Africana Studies 101. (Same as Africana Studies 218.) Maximum enrollment, 40. Orvis.

221S Political Parties and Interest Groups. Examination of the role of interest groups and political parties in the United States. Competition within and between political parties; theories of partisan realignment. Interest groups in democratic theory and practice. Prerequisite, 116. Maximum enrollment, 40. Eismeier.

[224S] Southern Africa in Transition. Examination of the rise and fall of apartheid in South Africa and its effects on the region. Includes a historical look at the economic and racial underpinnings of apartheid, how and why it has finally been forced to change, and prospects for the transition to a new society; a comparative discussion of apartheid's effect in Angola and Mozambique; the role of U.S. foreign policy and the Cold War in the region; and the end of similar systems in Zimbabwe and Namibia. Prerequisite, 112 or 114, or Africana Studies 101. (Same as Africana Studies 224.) (Next offered 1995-96.) Maximum enrollment, 40.

[227S] State and Local Politics. Analysis of politics in American states and localities, including elections, party systems, political institutions, and policymaking. Perspectives on federalism. (Writing-intensive.) Prerequisite, 116. (Next offered 1995-96.) Maximum enrollment, 20.

230S Data Analysis. Introduction to practical data analysis. Focuses on basic skills needed to begin, engage in, and interpret research done in political science and public policy. Includes statistical and computer analyses. Prerequisite, 112, 114, or 116. Not open to students who have taken Economics 265. Maximum enrollment, 40. Wyckoff.

239S Gender and Politics in Latin America. How does gender influence the incorporation of citizens into the processes of political and economic development in Latin America? What implications does women's activism hold for women and for politics? Examines several theories of gender difference and their implications for women's politics. Specific topics include suffrage and the definition of citizenship, women's status under various types of political and economic regimes, elite and working class women's organizations, and the meaning of feminism in Latin America. (Writing-intensive.) Prerequisite, 112 or one course in Women's Studies. Maximum enrollment, 20. Drogus.

241F,S Survey of Constitutional Law. Analysis of constitutional doctrines through major cases. Function of the Supreme Court as an instrument of government and arbiter of public policy. Doctrines include judicial review, federalism, interstate commerce, due process, and questions of individual rights. Prerequisite, 116 or a course in American history. Maximum enrollment, 40. Anechiarico.

251S Introduction to Public Policy. For full description, see Public Policy 251. Prerequisite, Economics 110. Open to juniors and seniors with consent of instructor. Maximum enrollment, 40. Wyckoff.

260S Ethics and Politics in Ancient Greece and Rome. For full description, see Classical Studies 260. Maximum enrollment, 40. Rubino.

[270S] Democratic Theory. Analysis of the idea of democracy, traditions of democratic theory (liberal, Marxist, elitist), and current problems of democracy in practice.

Topics include liberty and equality, community power, participation, and bureaucracy. Prerequisite, 117 or consent of instructor. (Next offered 1995-96.) Maximum enrollment, 40.

[280F] The Politics of Gender. The impact of gender on politics, particularly in the United States. Differences between women and men, and the value of studying politics from a female perspective. Topics include differences and changes in political socialization, communication, media coverage, public opinion and voting behavior; women as public leaders; gender and competing for elective office; the existence and importance of women's issues; and public policy and gender. (Writing-intensive.) Prerequisite, 116. Maximum enrollment, 20.

290F U.S. Foreign Policy. Analysis of competing explanations of U.S. foreign policy. Focuses on issues and problems in the post-Vietnam era. Examination of post-Cold War opportunities and constraints facing U.S. foreign policy. Maximum enrollment, 40. Auger.

291F Political Economy of North-South Relations. Issues of international political economy with a focus on interactions between the industrialized states and the Third World. Topics include the evolution of the modern world economy, imperialism and dependency, aid and trade relations, environmental issues, debt, food resources, and multinational corporations. Prerequisite, 114. Maximum enrollment, 40. Moore.

292F Economic Relations Among Industrialized States. The politics of economic relations, with emphasis on Europe, Japan, and the United States. Topics include monetary and financial relations, trade, multinational corporations, and regional integration. Foreign economic strategies of the industrial states also considered in comparative perspective, with an emphasis on the determinants of industrial competitiveness. Prerequisite, 114 or consent of instructor. Maximum enrollment, 40. Cafruny.

310S Comparative Political Development. Analysis of the process of political and economic development. Issues covered include development of democracy and dictatorship, agrarian change, peasants in politics, industrial development, the relationship between economic and political reform, and NICs. (Writing-intensive.) Prerequisite, 112 or 114. Maximum enrollment, 20. Orvis.

311S Transitions to Democracy. Investigation of ideas of democracy and democracy in practice through the analysis of the breakdown of democratic regimes and transitions to democracy. Focuses on modern transitions in Latin America and Southern and Eastern Europe. Problems considered include the role of elites in transition, the resurgence of civil society, and military intervention. Prerequisite, 112 or consent of instructor. Maximum enrollment, 40. Smith.

314S Transformations in East European Politics. Investigation of the political and economic transitions in the former Communist nations of Eastern Europe (including the Baltic republics and the former Yugoslavia). Emphasis on problems of democratization, nationalism, and marketization since the revolutions of 1989. (Writing-intensive.) Prerequisite, 112 or consent of instructor. (Same as Russian Studies 314.) Maximum enrollment, 20. Smith.

319S Peacemaking and Peacekeeping in the Post-Cold War Era. The international community's prevention and, where possible, resolution of violent international conflicts in the post-cold war era. Topics include respective roles played by the U.N., various regional organizations, the U.S. and other major powers, and non-governmental actors; diplomatic mediation; peacekeeping doctrine—dilemmas and practice; external intervention in civil wars or domestic anarchy or genocide; and conflict resolution techniques. Case studies of Arab-Israel, Yugoslavia, Somalia, Cambodia, Rwanda, Haiti, and Namibia/Angola. Prerequisite, 112 or 114, or consent of the Department. Maximum enrollment, 12. Lewis.

321F Term in Washington: Congressional and Executive Internships. Two consecutive six-week internships; first, in either the office of a member of Congress or with the staff of a congressional committee; second, in a federal administrative office.

Interns assume some operational responsibility in each office and gain a perspective on legislative and executive roles in the public policy process. For prerequisites, see above. Does not count toward the concentration. Offered credit/no credit only. Smith.

323F Term in Washington: Intern Participant-Observation. Participants in the program asked to evaluate their experience in government offices through a series of group discussions and papers focused on particular aspects of the internships. Does not count toward the concentration. Smith.

325F Term in Washington: Seminar. An academic seminar focusing on the public policy process and national issues. Smith.

327F Term in Washington: Independent Research. Preparation and presentation of independent research on a problem related to public policy issues. Use of Washington's unique human and data resources required. Smith.

[328F] Strategy in Politics. Focuses on the importance of procedures and rules, including election and electoral laws, in determining how preferences are translated into political outcomes. Some discussion of practical political strategies. Includes some theory and case studies from the United States and other political systems. Prerequisite, 112 or 116. Maximum enrollment, 40.

[329F] The American Electoral Process. Examination of the various components of the American electoral process, including voting behavior, the role of issues, money, political parties, candidates, and the mass media. Focuses on national politics, particularly contemporary presidential elections. Prerequisite, 116. (Next offered 1995-96.) Maximum enrollment, 40.

334S Congress and the Presidency. Examination of sources of cooperation and conflict between the legislative and executive branches of government, including constitutional arrangements, elections, institutional structures, and political parties. Analysis of presidential leadership and congressional decision-making in foreign and domestic policy. Prerequisite, 116. Not open to students who have completed 228. Maximum enrollment, 40. Eismeier.

335S The Criminal Justice System. A survey of the laws and institutions that comprise the criminal justice system in the United States. Study of leading constitutional cases on criminal due process and critical analysis of leading theories on the causes and control of criminal behavior. Particular attention to police behavior and the evolution of correctional policy and institutions. (Writing-intensive.) Prerequisite, 241. Maximum enrollment, 20. Anechiarico.

[337S] Politics of Industrial Societies. The political economy of the advanced capitalist states of Europe, North America, and Japan. Concentrates on state regulation of the economy (state intervention and industrial policy), social welfare and distributive issues, and the effects of various patterns of political and social division on policy results. (Writing-intensive.) Prerequisite, 112, 116, or 214. Maximum enrollment, 20.

338F American Public Administration. Analysis of the history, structure, and political influence of public administration in the United States. Consideration of all levels of government with special attention to the influence of reform movements on the development of federal and local administration. Topics include corruption and ethics regulation, public contracting and the organization of public works, and public personnel policy. (Writing-intensive.) Prerequisite, 116 or 251. Maximum enrollment, 20. Anechiarico.

339S East Asian International Relations. Examination of structural, cultural, ideological, and organizational factors that have shaped the foreign policy of East Asian countries since World War II. Topics include the rise of Japan and the NICs (Newly Industrialized Countries), the Japan-U.S. economic conflict and cooperation, China's open door policy, the possibility of a Pacific Economic Community, and regional security issues. Emphasis on the interaction of politics and economics, the linkages

between domestic and foreign policies, and the interdependence of major powers and small states. Prerequisite, 112 or 114. Maximum enrollment, 40. Moore

340F Race and Economic Development in American Political Thought. Historical exploration of two crucial themes in American political thought, economic development and the status of Blacks, as a means for understanding the growth of the American regime. Topics include debates between Hamilton and Jefferson, and B. Washington and Du Bois, as well as works by Tocqueville and Myrdal. (Same as Africana Studies 340.) Prerequisite, 116, 251, or consent of instructor. Maximum enrollment, 40. Teles.

[341S] China's Cultural Revolution. Analysis of the causes, dynamics, and consequences of the Chinese Cultural Revolution. Emphasis on the role of the individual (Mao), institution, and ideology. Readings include social science studies and literary works written by both foreign observers and Chinese witnesses. Also, comparison with other violent social movements in the twentieth century. (Writing-intensive.) Prerequisite, 112 or 114. (Next offered 1995-96.) Maximum enrollment, 20.

355F The European Community in World Affairs. Examination of the origins and development of the European Community. Topics include theories of economic and political integration; evolution of EC institutions; relations between the EC and the United States, Eastern Europe, and the Third World; development of the European monetary system; problems of European political cooperation. (Writing-intensive.) Prerequisite, 112 or 114. Maximum enrollment, 20. Cafruny.

[361] Urban Economics, Politics, and Public Policy. For full description, see Public Policy 361.

[374S] War and Politics. Examination of competing theoretical approaches and empirical evidence concerning the sources, nature of, and consequences of armed interstate conflict. Examples drawn from historical and contemporary cases. (Writing-intensive.) Prerequisite, 114. Maximum enrollment, 20.

375F Educational Reform and Ideology. Examination of reform movements in public education. Discussion of purpose(s) of public education in a liberal democratic society and political conflicts over education. Prerequisite, 116 or 117, or consent of instructor. Maximum enrollment, 40. Paris.

376S American Political Tradition. Examination of American values and their roles in the political system. Emphasis on the relationship between American ideals and American institutions. Prerequisite, 116 or 117, or consent of instructor. Maximum enrollment, 40. Paris.

381S National Security Policy. Intensive examination of issues and theories in U.S. national security policy. Topics include the defense budget, defense organization, civil-military relations, weapons procurement, industrial-base preservation, personnel policy, strategy formulation, U.S. security interests in Europe and Asia, global-arms proliferation, and the use of force. (Writing-intensive.) Prerequisite, 290 or consent of instructor. Maximum enrollment, 20. Auger.

382F Topics in Public Policy. For full description, see Public Policy 382. (Writing-intensive.) Prerequisite, Public Policy 251. Maximum enrollment, 20. Teles.

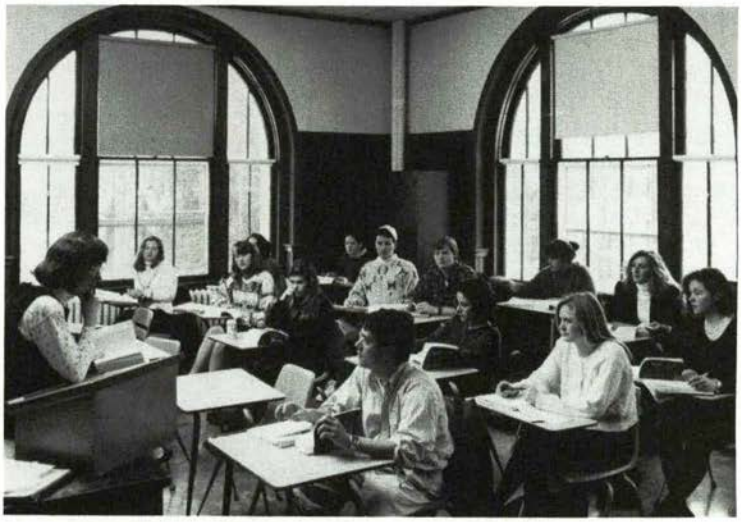
386F Theories of International Relations. Survey of competing approaches to the study of international politics. Realism, transnationalism and regime analysis, and the problem of international system transformation. Some attention to research methods. Should be completed by the end of the junior year. (Writing-intensive.) Prerequisite, 114. Maximum enrollment, 20. Auger.

395S Seminar: Topics in U.S. Foreign Policy. Analysis of the politics and processes that produce U.S. foreign policy decisions. Emphasis on the integration of case study and theoretical materials. Evaluation of the ethics of foreign policy decisions. Prerequisite, 290 or consent of instructor. Maximum enrollment, 12. Auger.

550-551 Senior Project. A two-semester senior project, culminating in a thesis. Required for all concentrators in the Department. Open to concentrators only. The Department.

Greek, Ancient

See Classics.



History

Faculty
Esther S. Kanipe, *Chair*
Douglas Ambrose (FS)
Steven Coe
Allison G. Dorsey-Ward
Maurice Isserman
Alfred H. Kelly
Maureen C. Miller
Robert L. Paquette
James H. Williams
Thomas A. Wilson

Special Appointments
Philip A. Bean
Eugene M. Tobin

A concentration in History consists of 10 courses. Each concentrator must take a 100-level history course at Hamilton, and no more than one 100-level course may be counted toward the concentration. At least four courses must be at the 300 level or higher. A concentrator's history courses should provide acquaintance with a minimum of three areas from among Africa, Asia, Europe, Latin America, Russia, the United States, and experience in depth in one of them. The Department encourages concentrators to develop competence in a foreign language and to use that competence in their historical reading and research.

Concentrators may fulfill the Department's Senior Program requirement through satisfactory completion of either of the following options:

Research Seminar (401-403: one course credit each)
Concentrators may fulfill the Senior Program requirement through satisfactory completion (a grade of at least C-) of one 400-level research seminar. These courses may emphasize the critical evaluation of scholarship in a specific field, culminating in a historiographical essay, or primary research, culminating in an original essay.

Senior Thesis (550: one course credit)
Concentrators with a departmental grade point average of 88 or higher may, with the permission of the Department, pursue an individual project under the direct supervision of a member of the Department.

Students may earn departmental honors through distinguished achievement in their coursework, including 550. A minor in History consists of five courses, of which only one can be at the 100 level and at least one must be at the 300 level or higher, as approved by the Department.

102F Atlantic World in the Era of the Slave Trade. Survey of the development of the world economy from the fifteenth to the nineteenth centuries, with emphasis on the interrelations of Western Europe, Africa, and the Americas. Stress on basic skills in the study of history. (Same as Africana Studies 102.) Maximum enrollment, 40. Paquette.

103F Trade, Travel, and Conquest in the Mediterranean, 500-1500. Introduction to the cultures and political entities that ringed the Mediterranean in the Middle Ages. Emphasis on cultural, political, and economic interaction of Byzantium, the Islamic World, and Western Europe. Topics include the rise of Islam and its effects; pre-modern political organization (empires, caliphates, and kingdoms); travelers and traders (Marco Polo and Ibn Battuta); Holy War (the Crusades and the rise of Saladin); piracy. Stress on basic skills in the study of history. Maximum enrollment, 40. Miller.

105F Introduction to East Asian Cultures: China and Japan. General introduction to the cultures of China and Japan, with emphasis on the distinctive characteristics of each. Lectures on religio-philosophical and literary developments, political institutions, social and gender hierarchies, and the Chinese and Japanese languages. Stress on basic skills in the study of history. Maximum enrollment, 40. Wilson.

[109S] The Emergence of Modern Western Europe, 1500-1815. Survey of transformation of Western Europe from the Renaissance through Napoleon. Focuses on social, political, economic, and intellectual developments; examination of primary sources and secondary studies. Stress on basic skills in the study of history. (Next offered 1995-96.) Maximum enrollment, 40.

[110F] The Civilization of Greece and the Near East. For full description, see Classical Studies 110.

111S Women in Modern Europe. Survey of the history of European women since the Middle Ages; evolution of women's roles in families, employment, and communities; women's struggles as religious, revolutionary and/or feminist rebels. Stress on basic skills in the study of history. Maximum enrollment, 40. Kanipe.

117S Europe since 1815. A survey of European history in a global context since the Napoleonic period. Focuses on political, social, economic, and cultural developments. Stress on basic skills in the study of history. Maximum enrollment, 40. Kelly.

[120F] Roman Civilization. For full description, see Classical Studies 120.

121F America in the World Arena, 1890-1990. Examination of the rise of America to the status of world power and the domestic consequences of America's expanded international role. Topics include the Spanish-American War, relations with Great Britain and Germany, the ethnic factor in American foreign policy making, the First World War, isolationism, the Second World War, and the Cold War. Stress on basic skills in the study of history. Maximum enrollment, 40. Bean.

122S The Rise of the Modern Presidency. Examination of the development of the American presidency and the impact of its transformations on foreign policy, civil rights, and domestic politics. Stress on basic skills in the study of history. Maximum enrollment, 40. Bean.

123F,S The Invasion of America: 1492-1800. A comparative survey of the exploration, exploitation, and settlement of the Americas by the Spanish, English, Dutch, and French, from the perspectives of both European and native American peoples. Topics include warfare, religious missions, catastrophic disease, trade relations, gender and sex, ecological change, and diplomacy, concluding with an assessment of European impact on American cultures and American impact on Europeans. Stress on basic skills in the study of history. Maximum enrollment, 40. Williams.

201S Introduction to American Studies. For full description, see American Studies 201. (Writing-intensive.) Prerequisite, one 100-level history course, or English 150 or 200. Maximum enrollment in each section, 20. Isserman.

203F African-American History to 1865. A survey of the social, political, and economic history of African-Americans from the 1600s to the Civil War. Focuses on slavery and resistance, racism, the family, women, and cultural contributions. Prerequisite, one 100-level history course, or Africana Studies 101, or consent of instructor. (Same as Africana Studies 203.) Maximum enrollment, 40. Dorsey-Ward.

204S African-American History from 1865 to the Present. The experiences of the African-American community from Reconstruction, through industrialization and Northern migration, the Harlem Renaissance and Pan-Africanism, to the World Wars and the civil rights movement. Analysis of the construction of "race" in each period and the diversity of the black experience in America. Prerequisite, one 100-level history course, or Africana Studies 101, or consent of instructor. (Same as Africana Studies 204.) Maximum enrollment, 40. Dorsey-Ward.

206F Medieval Europe. A survey of Western Europe in the Middle Ages, concentrating on the development of political, social, and religious institutions and medieval contributions to Western cultural traditions. Prerequisite, one 100-level history course. Maximum enrollment, 40. Miller.

212F Modern Germany: 1789 to the Present. Political, cultural, and social developments, with emphasis on the authoritarian versus the liberal tradition, unity and modernization, the World Wars, Nazi tyranny, postwar division, and unification. Prerequisite, one 100-level history course. (Offered in alternate years.) Maximum enrollment, 40. Kelly.

[214F] France Since 1789. A survey of developments in state-society relations in modern France, with an emphasis on political revolutions, long-term economic transformations, changing roles of class and gender in social organization, and impact of the World Wars. Prerequisite, one 100-level history course. (Offered in alternate years, next offered 1995-96.) Maximum enrollment, 40.

215S Central Europe and the Balkans in the Twentieth Century. Survey of societies and history of Poland, the Czech and Slovak Republics, Hungary, Romania, Yugoslavia, Croatia, and Bosnia from the collapse of the Ottoman and Hapsbury Empires in World War I to the present, focusing on the issues of nationalism and state-building. Prerequisite, one 100-level history course. Maximum enrollment, 40. Coe.

218S Europe in the Twentieth Century. Social, economic, and demographic developments in Europe since 1914. Emphasis on the impact of the two World Wars, the Great Depression, authoritarianism, post-industrial society and the welfare state, and the collapse of colonial empires. Prerequisite, one 100-level history course. Maximum enrollment, 40. Kanipe.

221F Imperial Russia. The Russian Empire from Peter the Great to 1917. Special emphasis on autocratic politics, social and cultural development, and the rise of an industrial working class and revolutionary intelligentsia. Prerequisite, one 100-level history course. (Same as Russian Studies 221.) Maximum enrollment, 40. Coe.

222S The Soviet Union. The collapse of the Tsarist regime and the establishment of a Bolshevik party-state, industrialization and Stalin's dictatorship, and the U.S.S.R. from World War II to the present. Prerequisite, one 100-level history course. (Same as Russian Studies 222.) Maximum enrollment, 40. Coe.

224S England: 1500-1714. A survey of English history during the Tudor and Stuart monarchs from Henry VIII to the death of Anne. Emphasis on the Protestant Reformation, international rivalries, social life and popular culture, relations between the monarchy and Parliament, the rise of Puritanism, and the Civil War and Glorious Revolution. Prerequisite, one 100-level history course. Maximum enrollment, 40. Williams.

225F Modern European Intellectual History: 1600-1830. Origins and development of the modern Western mind. Emphasis on the Scientific Revolution, modern political theories, the rise of secularism, the Philosophes and the Enlightenment, romanticism, conservatism, nationalism, and German idealism. Prerequisite, one 100-level history course. Maximum enrollment, 40. Kelly.

226S Modern European Intellectual History: 1830 to the Present. Intellectual responses to the modern world. Emphasis on liberalism, positivism, Marxism, Darwinism, racism, the challenge of Nietzsche, the rise of social sciences and historicism, discovery of the unconscious, the problem of the masses, fascism, communism, and existentialism. Prerequisite, 225 or consent of instructor. Maximum enrollment, 40. Kelly.

228F The Family in Modern History. A study of marriage, sex, and the family from the sixteenth through the nineteenth centuries in Europe and America. Prerequisite, one 100-level history course. (Offered in alternate years.) Maximum enrollment, 40. Kanipe.

241F American Colonial History. A survey of early America from European contact through the Revolution, with emphasis on Indian relations, settlement patterns, political, economic, and social development, religious and cultural life, and regional similarities and differences. Prerequisite, one 100-level history course. Maximum enrollment, 40. Williams.

[242S] The Old South: From Colony to Nation. Examination of the development of Southern society from European settlement through the Confederacy. Emphasis on evolution of slavery; political development; religious, intellectual, and cultural life; slave life and resistance; gender and family relations; secession; and the legacy of Southern history. Prerequisite, one 100-level history course. Maximum enrollment, 40.

248F African Dimensions in Latin America. For full description, see Africana Studies 248. (Writing-intensive.) Prerequisite, 102 or 108, or Africana Studies 101. Maximum enrollment, 20. J. Dorsey.

[250S] The Rise and Fall of International Communism. How the rise and fall of the international Communist movement shaped the history of the twentieth century. Events, ideas, personalities, and political culture of international Communism, from its triumph in Russia in 1917 through its challenges to the existing order in Europe, Asia, and the United States. Prerequisite, one 100-level history course. Maximum enrollment, 40.

251S Nineteenth Century America. A survey of American life from 1789 to 1900, with emphasis on the origins of political parties, the growth of democracy, sectional conflict and war, and the transformation of America from an agrarian to an industrial state. Prerequisite, one 100-level history course. Maximum enrollment, 40. Paquette.

253F Recent American History. A survey of developments in American political, economic, and social life, and the role of the United States in world affairs since 1900. Emphasis on conflict and consensus through peace and war, conservatism and liberalism within the political mainstream, and problems of contemporary America. Prerequisite, one 100-level history course. Maximum enrollment, 40. Bean.

[260F] Latin America. A survey of the forces that have shaped Latin American societies, with an emphasis on the modern period. Examination of changes and continuities in the hispanicization and resistance in indigenous communities, the role of religion in society and politics, dependency and underdevelopment, race and gender in national identity, and urban and rural popular and political cultures. Prerequisite, one 100-level history course. (Next offered 1995-96.) Maximum enrollment, 40.

[270F] Cultural and Political Traditions of Japan. Survey from late prehistoric times to the unification of Japan under the Tokugawa government. Focuses on the interplay between native and foreign cultures in early Japan, political and social tensions between regional power and central authority, and the role of Shinto and Buddhism in Japanese culture. Prerequisite, one 100-level history course. (Offered in alternate years; next offered 1995-96.) Maximum enrollment, 40.

272S Modern Japan: 1600 to the Present. Survey from the unification of Japan under the Tokugawa government to the post-World War II reconstruction. Focuses on the social impact of economic reforms on the samurai class, nativism and nationalism, fascism and the Pacific War, and the effects of the cultural tradition on post-war Japan. Prerequisite, one 100-level history course. Maximum enrollment, 40. Wilson.

277S Conservative Thought in the United States. A survey of important conservative thinkers and their writings, from the Founding Fathers to the New Right. Prerequisite, one 100-level history course. (Offered in alternate years.) Maximum enrollment, 40. Paquette.

280F Cultural and Political Traditions of China. Survey from the late neolithic cultures to the consolidation of empire in late imperial times. Consideration of such topics as feudalism in ancient China, Confucianism, Taoism, and Buddhism; the decline of aristocratic rule and the emergence of the Confucian gentry and civil bureaucracy in late medieval times. Prerequisite, one 100-level history course. (Offered in alternate years.) Maximum enrollment, 40. Wilson.

[285S] Modern China: 1644 to the Present. Survey from the height of imperial power in the Ch'ing dynasty to the early post-Mao era. Consideration of such topics as the intellectual reforms in the Ch'ing; the arrival of the Western powers; Marxism

and Maoism and the revolution: from opposition to the monarchy and anti-imperialism to civil war and social transformation. Prerequisite, one 100-level history course. (Offered in alternate years; next offered 1995-96.) Maximum enrollment, 40.

289S Renaissance and Reformation Europe. A survey of Western Europe in the fifteenth and sixteenth centuries, focusing on the Humanist movement and its relation to the religious Reformations, Protestant and Catholic. Prerequisite, one 100-level history course. Maximum enrollment, 40. Miller.

301S The Philosophy of History. An examination of such enduring issues as causation, general laws, fact and explanation, objectivity, pattern and meaning, uniqueness, and the role of the individual. Readings from classic and contemporary texts, with emphasis on the practical, historiographical implications of philosophical theories. (Writing-intensive.) Prerequisite, two 200-level history courses or one 100-level history course and one course in Philosophy. (Same as Philosophy 301.) Maximum enrollment, 20. Kelly.

302F Black Reconstruction. An in-depth study of the post-Civil War Reconstruction of the American South from the perspective of the African-American community. Focuses on W.E.B. Du Bois's classic work, *Black Reconstruction in America*, with specific treatment of reconstruction in Alabama, South Carolina, and Georgia. Discussion of African-American community development and organization in the face of growth of a legal and social system of racial segregation and repression. Analysis of the community's goals and achievements within the framework of the larger American society, with special emphasis on the socio-economic traditions and culture of African-American population. (Writing-intensive.) Prerequisite, 203 or 251, or consent of instructor. (Same as Africana Studies 302.) Maximum enrollment, 20. Dorsey-Ward.

[304S] The French Revolution. A detailed examination of the French Revolution, including its origins, events, and key personalities, and its consequences socially, politically, and economically. Special attention to historiographical issues. (Writing-intensive.) Prerequisite, 214 or 225, or consent of instructor. (Offered in alternate years; next offered 1995-96.) Maximum enrollment, 20.

306S Topics in Medieval History. Topic for 1994-95: Saints. Selected issues in the history of medieval Europe. Emphasis on conflicting interpretations and problematic sources. (Writing-intensive.) Prerequisite, 206 or consent of instructor. Maximum enrollment, 20. Miller.

310S African-American Women's History. General survey of the history of African-American women from colonial times to the present. An examination of the uniqueness of the black female experience through the lens of the intersection of race, class, and sex in American society. Study of the lives of black women from slavery to Reconstruction, northern migration, the Civil Rights movement, and the development of a contemporary black feminism. Primarily a historical treatment, with inclusions of literature and political commentary from black women writers and activists. (Writing-intensive.) Prerequisite, 203 or 204, or consent of instructor. (Same as Africana Studies 310 and Women's Studies 310.) Maximum enrollment, 20. Dorsey-Ward.

[314F] Nazi Germany. Origins of the Nazi movement, Hitler and the Nazi Party, daily life in the Third Reich, origins and causes of World War II, and the Holocaust. (Writing-intensive.) Prerequisite, 212 or 218, or consent of instructor. (Offered in alternate years; next offered 1995-96.) Maximum enrollment, 20.

319S History of Ireland. Selected topics in the history of Ireland from the pre-Christian era to the present, including heroism and martyrdom, English colonial domination, rebellion and its cultural resonances, emigration, and family history. Emphasis on film and primary sources. Opportunity for advanced history students to help plan a new 100-level course to debut Fall '95. (Writing-intensive.) Prerequisite, any 200-level European history course. Maximum enrollment, 20. Miller.

324S The Dilemma of Reform in Russian History, 1700-1991. Examination of the causes and consequences of the seemingly endless need for governmental "reform"

in Russian history, alternation wth periods of reaction or revolution. Focus on eras of great reformers such as Peter the Great, Catherine the Great, Alexander II, Khrushchev, and Gorbachev. (Writing-intensive.) Prerequisite, 221 or 222 or consent of instructor. Maximum enrollment, 20. Coe.

[329F] Seminar in European Intellectual History. A detailed study of the works and influence of an individual seminal thinker or school of thought. (Writing-intensive.) Prerequisite, 225 or 226, or consent of instructor. (Offered in alternate years; next offered 1995-96.) Maximum enrollment, 12.

337S Chinese Intellectual History. Examination of the three major Chinese traditions: Confucianism, Taoism, and Buddhism. Emphasis on reading primary texts in the context of the intellectual and ideological controversies in which doctrines are articulated. (Writing-intensive.) Prerequisite, 280 or 285, or consent of instructor. Wilson.

[338S] Heroes and Bandits in Chinese History and Fiction. Readings from several of China's greatest literary works (including histories, novels, opera, and poetry) such as Sima Qian's *Records of the Grand Historian* and *The Romance of the Three Kingdoms*. Reexamination of widely held assumptions about history and fiction with discussions and writing assignments on the role played by different genres as sources for knowledge about the past. Emphasis on authors' atittudes in shaping narrative accounts of heroes, bandits, assassins, scholars, women, and emperors. (Writing-intensive.). Prerequisite, 280 or 285, or consent of instructor. (Offered in alternate years.) Maximum enrollment, 20.

340F Studies in Twentieth Century Europe. Topic for 1994-95: World War I. (Writing-intensive.) Prerequisite, one 200-level course in European history or consent of instructor. Maximum enrollment, 20. Kanipe.

341S Studies in American Colonial History. Topic for 1994-95: The Biological Expansion of Europe, 1492-1800. Emphasis on the effects of contact between European and American peoples in such areas as disease, depopulation, non-native plants and animals, and ecological, social, and cultural change. (Writing-intensive.) Prerequisite, 241 or consent of instructor. Maximum enrollment, 20. Williams.

[343S] Seminar: Revolutionary America. Examination of American society, 1760-1790. Emphasis on internal tensions; imperial relations; revolutionary movement, war, and its consequences; independence and establishment of new political and social order. (Writing-intensive.) Prerequisite, 241 or consent of instructor. (Next offered 1995-96.) Maximum enrollment, 12.

[344F] Studies in Women's History. Examination of a topic in the history of European and North American women. (Writing-intensive.) Prerequisite, one 200-level course in European or American history, or one 100-level history course and one course in Women's Studies, or consent of instructor. (Same as Women's Studies 344.) (Offered in alternate years; next offered 1995-96.) Maximum enrollment, 20.

345F Studies in Russian History. Topic for 1994-95: Culture and Society in Revolutionary Russia, 1910-1934. (Writing-intensive.) Prerequisite, 221 or 222, or consent of instructor. (Same as Russian Studies 345.) Maximum enrollment, 20. Coe.

350F Slavery and the Civil War. A study of the causes and consequences of the Civil War, with emphasis on antebellum society, sectional tensions, Abraham Lincoln, and military strategy. (Writing-intensive.) Prerequisite, 251, or Africana Studies 101, or consent of instructor. (Same as Africana Studies 350.) Maximum enrollment, 20. Paquette.

352S Women and the American Social Reform Tradition. An examination of women's participation in the issues and movements that have shaped American politics and society from the eighteenth through the twentieth centuries. Topics include women in the early republic, evangelical Protestantism, temperance, women's rights and women's suffrage, abolitionism and women's participation in the Civil War, populism and progressivism, settlement houses, the labor movement, the New Deal, civil rights, and

the women's liberation movement. (Writing-intensive.) Prerequisite, 251 or 253, or consent of instructor. (Same as Women's Studies 352.) Maximum enrollment, 20. Isserman.

[353S] Seminar in Recent U.S. History. An in-depth examination of a critical period in recent U.S. history, with special attention to the civil rights movements, the Vietnam War, campus protest, and the origins of the women's movement. (Writing-intensive.) Prerequisite, 253 or consent of instructor. (Offered in alternate years; next offered 1995-96.) Maximum enrollment, 20.

359S Studies in American Progressivism. An intensive study of the major political, social, and intellectual transformations in American society between 1890 and 1940. Emphasis on the Progressive Era, World War I, the era of alleged "normalcy" in the 1920s, the Great Depression, and the New Deal. (Writing-intensive.) Prerequisite, 253. Maximum enrollment, 12. Tobin.

360F Mythical Histories in China and Japan. Examination of how history is used to legitimate or critique political institutions such as the Japanese emperor, philosophical regimes such as Confucian state orthodoxy in China and Japan, and social conditions such as women's rights and duties in an extended Chinese family. Emphasis on scrutiny of primary Chinese and Japanese texts in translation based on recent cultural theories such as deconstruction and feminism. (Writing-intensive.) Prerequisite, 270, 272, 280, or 285, or consent of instructor. Maximum enrollment, 20. Wilson.

[372S] The Crusades. Examination of the expansion of Western Europe into the Eastern Mediterranean through the crusading movement. Emphasis on the development of the concept of Holy War; cultural conflict and assimilation; and the social, economic, political, and religious conditions in Western Europe that gave rise to the Crusades. (Writing-intensive.) Prerequisite, 206 or consent of instructor. Maximum enrollment, 20.

[378F] Topics in American Biography. Examination of biography as a form of historical writing. Emphasis on author's interpretation of subject's relation to historical context, varieties of biographical methods, role of individual in American history, and subject's relation to ideas of "America" and "American." (Writing-intensive.) Prerequisite, one 200-level course in American history. Maximum enrollment, 20.

380F Seminar in American Studies. For full description, see American Studies 380. (Writing-intensive.) Prerequisite, American Studies 201 or consent of instructor. Maximum enrollment, 12. Isserman.

385S Topics in African History. For full description, see Africana Studies 385. (Writing-intensive.) Prerequisite, any 200-level course in History or Africana Studies. Maximum enrollment, 20. J. Dorsey.

401F,S Research Seminar in American History. Critical evaluation of scholarship in a selected topic culminating in a historiographical essay, or primary research in a selected topic culminating in an original interpretive essay. Senior Program option. Prerequisite, concentration in History or consent of instructor. Open to seniors only. Maximum enrollment in each section, 12. The Department.

402S Research Seminar in European History. Critical evaluation of scholarship in a selected topic culminating in a historiographical essay, or primary research in a selected topic culminating in an original interpretive essay. Senior Program option. Prerequisite, concentration in History or consent of instructor. Open to seniors only. Maximum enrollment in each section, 12. The Department.

403S Research Seminar in East Asian History. Critical evaluation of scholarship in a selected topic culminating in a historiographical essay, or primary research in a selected topic culminating in an original interpretive essay. Senior Program option. Prerequisite, concentration in History or consent of instructor. Open to seniors only. Maximum enrollment, 12. The Department.

550F,S Senior Thesis. A project limited to senior concentrators in History, resulting in a thesis supervised by a member of the Department. Required of candidates for departmental honors. The Department.

551S Senior Thesis. A project limited to senior concentrators in History, resulting in a thesis expanded beyond the work of History 550. Prerequisite, 550 and consent of instructor. The Department.

History of Art

See Art.

Italian

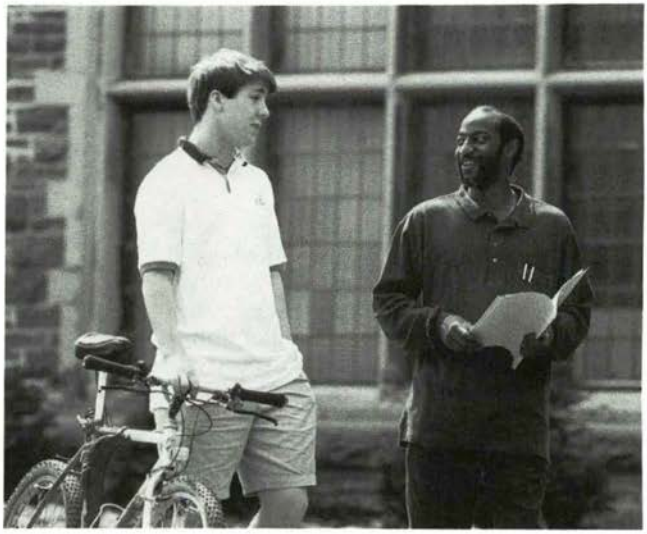
See Critical Languages.

Japanese

See East Asian Languages and Literature.

Latin

See Classics.



Latin American Studies

The interdisciplinary minor in Latin American Studies is administered by a faculty committee, which for 1994-95 includes Professors Carol Drogus (Government), Dennis Gilbert (Chair) (Sociology), Cecelia B. Lawless (Spanish), Susan Sánchez-Casal (Spanish), and Bonnie Urciuoli (Anthropology). The minor consists of five courses selected from the list below. Government 216 or Sociology 225, History 260, and at least one of the indicated courses in Spanish are required. Students considering courses at other institutions in the United States or abroad should consult as early as possible with Professor Gilbert.

Africana Studies

248	**African Dimensions in Latin America**
260	**Survey of Caribbean and Latin American Literature in Translation**

Government

216	**Politics in Latin America**
239	**Gender and Politics in Latin America**

History

260	**Latin America**

Sociology

225	**Latin American Society**
360	**Seminar on Mexico**

Spanish

135	**Intensive Spanish II**
140	**Fourth Term Spanish**
150	**Spanish for Native Speakers**
200	**Advanced Spanish**
230	**The Latino Experience**
240	**Latin American Civilization**
260	**Introduction to Spanish American Literature**
285	**Hispanic Cinematic Voices**
315	**Modernismo**
320	**Contemporary Latin American Novel**
321	**Contemporary Latin American Narrative in Translation**
325	**Twentieth Century Latin American Poetry**
340	**Latin American Women Writers**
342	**Translation: Latin American Women Writers**
345	**Topics in Latin American Colonial Literature**
370	**Special Topics in Spanish Literature**

Linguistics

See Anthropology and Communication Studies

Mathematics

Faculty

Richard E. Bedient, *Chair*
John T. Anderson
Vivian Anderson
Sally Cockburn (S)
Robert Kantrowitz
Timothy J. Kelly
Larry E. Knop
Robert Redfield

A concentration in Mathematics consists of the required courses 113, 114, 224, either 235 or 251, 314, 325, 437, and two electives, of which at least one must be at the 300 level or higher and neither may be 500. Students who begin the calculus sequence with 215 may substitute 215 for 114. Concentrators fulfill the Senior Program requirement by taking 437. It should be taken in the fall, and all lower-numbered required courses, with at most one exception, should be completed prior to that time. Physics 200 and any Computer Science course at the 200 level or above may be counted as an elective toward the concentration. Students may earn departmental honors through distinguished achievement in courses counting toward the concentration and in 500. A minor in Mathematics consists of 113, 114, 224, and two approved electives, of which at least one must have 224 as a prerequisite.

100F,S Statistical Reasoning and Data Analysis. An introductory course intended to develop an understanding of and appreciation for the statistical approach to problems in business and the natural, social, and behavioral sciences. Not open to students who have taken Anthropology 325, Economics 265, Government 230, Psychology 280, or Sociology 302. May not be counted toward the concentration. Maximum enrollment in each section, 25. V. Anderson (Fall); The Department (Spring).

109F,S Pre-Calculus Problem Solving. An approach to pre-calculus mathematics stressing problem solving, with special emphasis on the concept of function in algebra and trigonometry. Designed specifically for those who may wish to go on to calculus. Placement subject to approval of the Department. Not open to students who have taken 105. May not be counted toward the concentration. Maximum enrollment in each section, 25. R. Kantrowitz (Fall); the Department (Spring).

113F,S Calculus and Analytic Geometry. Introduction to the differential and integral calculus of a single variable. Topics include limits, continuity, derivatives, max-min problems, and integrals. Four hours of class. The Department.

114F,S Calculus and Analytic Geometry. A continuation of the study begun in 113 and an introduction to the study of differential and integral calculus of several variables. Four hours of class. Prerequisite, 113 or placement by the Department. Successful completion of 114 carries credit equivalent to 113 for advanced placement students. Cockburn and Knop (Fall); the Department (Spring).

123S Discrete Mathematics. An introduction to the basic ideas and techniques of discrete mathematics. Topics include logic, set theory, relations and functions, induction and recursion, counting techniques and probability, graphs, formal languages, and abstract machines. The Department.

201F,S Topics in Mathematics. Weekly meetings, including guest lectures, faculty and student presentations, and an introduction to the mathematical literature. One-quarter course credit. Prerequisite, permission of the Department. May be taken more than once with consent of the Department. The Department.

215F Vector Calculus. Topics in vector calculus, generalizing those from 114, including divergence, curl, line and surface integrals, Stokes theorem, and applications to science, engineering, and other areas. Prerequisite, 114 or consent of instructor. Cockburn.

224F,S Linear Algebra. An introduction to linear algebra: matrices and determinants, vector spaces, linear transformations, linear systems, and eigenvalues; mathematical and physical applications. (Writing-intensive.) Prerequisite, 113 and either 114 or 123. Maximum enrollment in each section, 20. Bedient and Knop (Fall); the Department (Spring).

235S Differential Equations. Theory and applications of differential equations, including first-order equations, second-order linear equations, series solutions, systems of equations, introduction to partial differential equations, and Fourier series. Prerequisite, 114 and 224. Bedient.

251F Probability Theory and Applications. An introduction to probability, including probability spaces, random variables, expected values, multivariate distributions, and the central limit theorem, with applications to other disciplines. Prerequisite, 114 and 224 (may be taken concurrently). Kelly.

261S Higher Geometry. Topics in geometry selected from affine, projective, non-Euclidean geometry, Euclidean geometry, and Euclidean geometry studied by non-traditional methods. Prerequisite, 224 or consent of instructor. J. Anderson.

314F,S Real Analysis I. An introduction to analysis. Topics include sequences, series, continuity, and metric spaces. (Writing-intensive.) Prerequisite, 114 and 224. Maximum enrollment, 20. Kantrowitz (Fall); the Department (Spring).

[315S] Real Analysis II. A continuation of 314. Topics selected from integration theory, sequences and series of functions, Fourier series, and functions of several variables. Prerequisite, 314 or consent of instructor. (Offered in alternate years.)

[318S] Complex Analysis. An introduction to the theory of analytic functions of a complex variable: Cauchy-Riemann equations, contour integration, Cauchy-Goursat Theorem, Liouville Theorem, Taylor and Laurent expansions, Residue Theory. Prerequisite, 314. (Offered in alternate years.)

325F,S Modern Algebra. A study of fundamental algebraic structures. Systems with one or two binary operations such as groups, rings, and fields. (Writing-intensive.) Prerequisite, 224. Maximum enrollment, 20. Redfield (Fall); the Department (Spring).

[326S] Advanced Algebra. Continuation of topics studied in 224 and 325. Topics may include Galois theory, algebraic geometry, and applications. (Offered in alternate years.)

336F Topics in Differential Equations. Topics include non-linear systems of ordinary differential equations, partial differential equations, and models from a variety of disciplines. Prerequisite, 235. Bedient.

[338S] Numerical Analysis. Interpolation, methods of approximation and iterative methods, numerical solution of differential equations and of systems of linear equations. Suitability of procedures to computer use considered throughout the course. Prerequisite, 224 and Computer Science 241. (Offered in alternate years.)

352S Statistical Theory and Applications. Topics include the law of large numbers, estimation, hypothesis testing, linear models, experimental design, analysis of variance, and nonparametric statistics, with applications to other disciplines. Prerequisite, 251. Kelly.

361F Number Theory. Topics in number theory, including divisibility, primes, congruences, Euler's phi-function, diophantine equations, quadratic residues, and continued fractions. Prerequisite, 325 or consent of instructor. (Offered in alternate years.) The Department.

437F Senior Seminar in Mathematics. Study of a major topic through literature, student presentations, and group discussions. Choice of topic to be determined by the Department in consultation with its senior concentrators. Prerequisite, permission of the Department. Maximum enrollment in each section, 12. The Department.

500S Honors Program. A project approved by the Department and resulting in a paper and an oral presentation. Open to qualified senior concentrators. Prerequisite, permission of the Department. The Department.

Medieval/Renaissance Studies

The program in Medieval/Renaissance Studies offers a minor consisting of five courses, taken in at least three departments, from the following two groups. In addition, students who elect this minor are required to emphasize one of the two epochs, the Medieval or the Renaissance, in their course selections, although they are also encouraged to explore the continuities between them. The minor consists of either: 1) History 206 (Medieval Europe), three courses from Group A, and one course from Group B; or 2) History 289 (Renaissance and Reformation Europe), one course from Group A, and three courses from Group B.

Students interested in the program should consult with a member of the Medieval/Renaissance Studies Committee, which for 1994-95 includes Professors Lydia Hamessley (Music), Roberta Krueger (French), Maureen Miller (Chair) (History), Carol Rupprecht (Comparative Literature), Thomas Wheatley (English), and Margaret Thickstun (English).

For complete information about the courses listed below, including prerequisites, enrollment limits, and when a course in offered, consult the full descriptions under the appropriate departments.

Group A: Medieval Studies

Art

270 **Medieval Art**

Comparative Literature

251 **Women Writers of the Middle Ages and the Renaissance**
371 **Dante: *The Divine Comedy***

English

280 **Chaucer**
281 **Old English**
283 **Middle English Literature: 1100-1500**
445 **Seminar: The Idea of the Self from the Middle Ages to the Renaissance**

French

304 **Signs of Love and War in Medieval France**

History

103 **Trade, Travel, and Conquest in the Mediterranean, 500-1500**
206 **Medieval Europe**
306 **Topics in Medieval History**
372 **The Crusades**

Music

201 **Music of the Middle Ages and Renaissance**

Philosophy

315 **Islamic Thought**

Religious Studies

123	Christianity and Culture I: From the Fall of Rome to the Reformation
431	Seminar in Judaism

Spanish

300	Medieval Spanish Literature

Group B: Renaissance Studies

Art

282	The Renaissance
403	Seminar in Renaissance Art

Comparative Literature

251	Women Writers of the Middle Ages and the Renaissance
475	Shakespeare Around the Globe: Traditions and Experiments

English

244	Shakespeare
265	Women and Revenge in Renaissance Drama
287	English Renaissance Literature
306	Poetry of the Renaissance and Twentieth Century
422	Seminar: Women in English Renaissance Drama
443	Seminar: Elizabethan and Jacobean Drama
445	Seminar: The Idea of the Self from the Middle Ages to the Renaissance

French

306	Renaissance Poetry

History

289	Renaissance and Reformation Europe

Music

201	Music of the Middle Ages and Renaissance

Spanish

305	Masterpieces of Golden Age Literature
380	Cervantes' *Don Quijote*
381	Cervantes' *Don Quijote* in Translation

Music

Faculty
Samuel F. Pellman *(Chair)*
Stephen Bonta (S)
Lydia R. Hamessley
Robert G. Hopkins (F)
G. Roberts Kolb
Thomas Lloyd
E. Michael Richards
Michael E. Woods

Special Appointments
Suzanne Beevers
Stephen Best
Steven Button
Donald Cantwell
Daniel Carno
Edward Castilano
Paul Charbonneau
Richard Decker
Charles W. England
Anita Firman
Linda Greene
Steven Heyman
Lauralyn Kolb
Ursula Kwasnieka
Raymond W. Larzelere
Laurance Luttinger
George Myers
Colleen Roberts Pellman
Gregory Quick
Barbara Rabin
John Raschella
Monk Rowe
Kazuko Tanosaki
Joyce M. Ucci

A concentration in Music consists of 11 courses. For students in the Class of 1995, the concentration consists of 111-112, 201, 202, 203, 204, (211-212); either 350, (357), or (360); one course credit from among 121-122, 131-132, 141-142, and 221-222; and one full-credit course in Music as an elective. The Senior Program for students in the Class of 1995 consists of a comprehensive examination to be given during the fall semester of the senior year, or satisfactory completion of 350 and 450 or 550. The examination will include a test of competence of the concentrator in the use of the piano as a basic tool. Beginning with students in the Class of 1996, the concentration consists of 111-112, 201, 202, 203, 204, 350, and 450 or 550; two full-credit courses that come from the same subdiscipline (such as 160 and 213, 216 and 217, or 157 and 257); and one course credit from among 121-122, 131-132, 141-142, and 221-222. Prospective concentrators should consult with a member of the Department about the choice of courses from a subdiscipline.

Concentrators fulfill the Senior Program in Music by completing 450 or 550 and an examination in musicianship, including keyboard skills. A more complete description of the Senior Program is available from the Department. Departmental honors can be earned through distinguished achievement in coursework, including 550. Students contemplating graduate work in music should consult with a member of the Department at an early date.

A minor in Music comprises five courses: 111-112, two courses from among 201, 202, 203, and 204; and one course credit from among 121-122, 131-132, 141-142, and 221-222.

101F,S Principles of Music. A listening course that examines musical materials, processes, and conventions, and their use in selected works from the Western tradition. Consideration of the problems of musical meaning, performance practice, and the means of transmission of musical information. No previous knowledge of music required. Bonta (Fall); Lloyd (Spring).

111F-112S Theories of Music. Intensive training in the fundamentals of music from many traditions, including European classical, popular, jazz, folk, and other music from around the world. Consideration of common processes and structures in music, and how these are perceived. Three hours of class and one hour of musicianship training. Ability to read music in at least one clef required. 112 may not be taken as a separate course. S. Pellman (Fall); Hopkins (Spring).

121-122 Solo Performance. The study of music through performance in either voice or an instrument, including flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, trombone, tuba, piano, organ, harp, percussion, acoustic guitar, violin, viola, 'cello, and contrabass. Half-hour tutorial. May be started either in the fall or spring semester. One-quarter course credit each semester. Not open to seniors. A fee is charged. The Department.

131-132 Solo Performance. The study of music through performance in either voice or an instrument, including flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, trombone, tuba, piano, organ, harp, percussion, acoustic guitar, violin, viola, 'cello, and contrabass. Hour tutorial. May be started either in the fall or spring semester. One-half course credit each semester. Not open to seniors. A fee is charged. Prerequisite, consent of instructor. The Department.

141F-142S Group Performance. The study of music through performance in one or more of the following groups: Brass Choir (England), Chamber Ensemble (Myers), College Choir (Lloyd), College Hill Singers (Lloyd), Jazz Ensemble (Woods), Jazz Improvisation (Woods), Oratorio Society (Lloyd), Orchestra (Richards), and Woodwind Ensembles (Richards). One-quarter course credit each semester. The course may be repeated throughout the student's college career. Students are encouraged to participate in, and may be registered for, more than one group. Starting with the Class of 1996, students may accumulate as many as four course credits in this course that can be counted toward the number of courses required for graduation. For preceding classes, students may receive a maximum of one-half course credit each semester. The Jazz Improvisation and Oratorio Society sections of the course are evaluated Satisfactory/Unsatisfactory. Prerequisite, consent of instructor. The Department.

154S Music of the World's Peoples. A study of selected cultures around the world, including Native American music of North America, sub-Saharan African music, African-American music in the United States, Latin American music, and the classical traditions of India, Indonesia, Japan, and China. Consideration given to musical style and the role of music in these cultures. Not open to seniors. Maximum enrollment, 40. Hamessley.

157F,S Music for Contemporary Media. Experience with the aesthetics and techniques of the modern recording studio, including the uses of sound synthesizers, digital samplers, and MIDI. Creative projects using these techniques. Three hours of class and three hours of studio. Not open to seniors. Maximum enrollment, 14. S. Pellman.

160F,S History of Jazz. How to listen to jazz. Origins of jazz, including its African heritage, blues, and ragtime. Survey of jazz styles, including New Orleans and Chicago styles, boogie-woogie, swing, bebop, cool, funky, fusion, and free jazz. (Same as Africana Studies 160.) Maximum enrollment, 40. Woods.

[175S] The Physics of Musical Sound. For full description, see Physics 175.

201F Music of the Middle Ages and Renaissance. A study and analysis of Western music from the early Middle Ages to the end of the sixteenth century. Emphasis on major developments in style. Consideration of the influence of political, economic, technological, and cultural environments upon the development of musical styles. (Writing-intensive.) Prerequisite, 101 or 111. Maximum enrollment, 20. Hamessley.

202S Music of the Baroque. A study and analysis of Western music from Monteverdi to members of the Bach family. Emphasis on major developments in style. Consideration given to the influence of political, economic, technological, and cultural environments upon the development of musical styles. In-depth analysis of several complete works or movements from works. Three hours of class and an optional one-half hour musicianship tutorial. Prerequisite, 112. Hamessley.

203F Music of the Classic-Romantic Era. A study and analysis of Western music from C.P.E. Bach and Haydn to Strauss and Mahler. Emphasis on major developments in style. Consideration given to the influence of political, economic, technological, and

cultural environments upon the development of musical styles. In-depth analysis of several complete works or movements from works. Three hours of class and optional one-half hour musicianship tutorial. Prerequisite, 112. Bonta.

204S Music of the Twentieth Century. A study and analysis of Western music from Claude Debussy and Arnold Schoenberg to Krzysztof Penderecki and Pauline Oliveros. Emphasis on major developments in musical style. Consideration given to the influence of political, economic, technological, and cultural environments upon the development of musical styles. (Writing-intensive.) Prerequisite, 101 or 111. Maximum enrollment, 20. Richards.

[208S] Women in Music. An examination of both European and non-European popular and art music from the perspective of women. Topics include women as performers and composers, the depiction of women in music, musical criticism, and cultural values that have affected women's participation in musical life. (Writing-intensive.) Prerequisite, 101 or consent of instructor. Maximum enrollment, 20. (Same as Women's Studies 208.) (Next offered 1995-96.)

213F Jazz Arranging. The theoretical designs used in combo, big band, and third-stream writing. Coverage of jazz scales, chords, voicings, ranges, and tonal properties. Students are expected to compose and copy the parts to three compositions during the semester, one of which will be read and recorded. Prerequisite, 112 or equivalent. (Offered in alternate years.) Woods.

216F Conducting I. An introduction to the basic elements of conducting, including baton technique, aural perception, and score study. Emphasis on instrumental techniques. Concurrent participation in a College ensemble required. Prerequisite, 112 or equivalent. (Offered in alternate years.) Richards.

217S Conducting II. Continuation of 216. Emphasis on choral techniques. Concurrent participation in a College ensemble required. Prerequisite, 216. (Offered in alternate years.) G.R. Kolb.

221-222 Solo Performance. A continuation of 121-122. Half-hour tutorial. One-quarter course credit each semester. Prerequisite, 122. A fee is charged. The Department.

231-232 Solo Performance. A continuation of 131-132 and 221-222. Hour tutorial. One-half course credit each semester. Two full-credit courses in the Department must either have been previously elected, or must be elected concurrently. Prerequisite, 132 and consent of instructor. A fee is charged. The Department.

240S Psychology of Music. Musical perception from the listener's standpoint. A cognitive approach to music with particular emphasis on the sensory aspects of music and the perception of musical organization. Examination of the relationships between the theoretical rules of music and the laws of perception and cognition. (Writing-intensive.) Prerequisite, 101 or 111, and Psychology 101. (Same as Psychology 240.) Maximum enrollment, 20. Hopkins.

[257F] Music and Technology. Survey of various ways in which contemporary musical styles and tastes, both popular and avant-garde, have been shaped by contemporary technology. Also, examination of ways in which previous musical styles have been shaped by the prevailing technology. Includes studio work on creative projects involving advanced techniques with contemporary media. Prerequisite, 157. Maximum enrollment, 12. (Next offered 1995-96.)

258S Opera. Study of literary and musical dimensions of operas by major composers from Mozart to the present. Emphasis on the transformation of independent texts into librettos and the effects of music as it reflects language and dramatic action. Includes such works as *Don Giovanni, Otello, The Turn of the Screw, Orfeo,* and *Candide.* Prerequisite, two courses in music, or two in literature, or one in each field, or consent of instructors. (Same as Comparative Literature 258.) (Offered in alternate years.) Hamessley and P. Rabinowitz.

266-267 Musical Composition. Contemporary compositional techniques, including notational procedures and score preparation. Emphasis on developing the ability to structure musical ideas in several short pieces and one extended work. May be started in either the fall or spring semester. One-half course credit each semester. Prerequisite, 112 or 157, and consent of instructor. S. Pellman.

271F,S Intermediate Musicianship. Continuation of musical skills training from 202 and 203. Half-hour tutorial. May be repeated. One-quarter course credit each semester. Prerequisite, 202 or 203, and consent of Department. Best.

331-332 Solo Performance. A continuation of 231-232. One-half course credit each semester. Prerequisite, 232 and consent of instructor. A fee is charged. The Department.

350F Seminar in Music History and Theory. An examination of selected topics in the history and theory of music across various traditions (European classical, popular, and other music from around the world), historical periods, and perspectives. The final examination is a comprehensive examination administered with the assistance of all full-time faculty members in music. Prerequisite, 202, 203, and 271 (or equivalent); 271 may be taken concurrently. In addition, 201 and 204 are recommended. Open to juniors and seniors only. Maximum enrollment, 12. Hamessley.

366-367 Advanced Musical Composition. Contemporary compositional techniques, including notational procedures and score preparation. Emphasis on developing the ability to structure musical ideas in several short pieces and one extended work. May be started in either the fall or spring semester. One-half course credit each semester. Prerequisite, 267. S. Pellman.

431-432 Solo Performance. A continuation of 331-332. One-half course credit each semester. Prerequisite, 332 and consent of instructor. A fee is charged. The Department.

450S Senior Seminar in Music. Extensive study of selected musical topics from the various perspectives of composer, performer, historian, theorist, and listener. Supervised work on a specific project based on proposals submitted to the Department by the end of the student's junior year. Open to seniors only. Prerequisite, 350. S. Pellman.

550S Senior Honors Project. An independent project for senior concentrators in Music, in addition to participation in the Senior Seminar. Required of candidates for departmental honors. Prerequisite, consent of the Department. S. Pellman.

Philosophy

Faculty

Richard Werner, *Chair* (S)
Robert L. Simon, *Acting Chair (Spring)*
Russell T. Blackwood (F)
Christoph Cox
Katheryn Doran
Amie Macdonald
Andrew Norman
Lucius T. Outlaw

A concentration in Philosophy consists of 201, 203, 355, 500, one course from among 100, 200, or 240, and three courses at the 400 level. Concentrators must take one 400-level course from epistemology, metaphysics, or philosophy of language, and another from history of philosophy, ethics, or aesthetics. Concentrators will normally complete 201, 203, 355, and 100, 200, or 240 by the end of their junior year. The Senior Seminar (500) is required of all concentrators in the spring of their senior year. Completion of the Senior Program requires completion of 500, which consists of a seminar and special research project. The special research project is normally based upon a seminar paper from one of the 400-level courses completed prior to 500. A complete description of the Senior Program is available in Christian A. Johnson 218. Candidates for honors must have an 88 average in all courses in Philosophy and must submit and successfully defend a senior thesis, based on their work in 500, during the spring semester of their senior year. A minor in Philosophy can be of two kinds: standard (100, 200, or 240, and 201, 203, and two other courses); or correlative (five courses from one field in Philosophy correlative to the field of concentration and approved by the Department).

100F Critical Thinking. An introduction to informal methods of evaluating claims and arguments in everyday life. Emphasis on strengthening one's reasoning, the recognition of bad reasoning, and the evaluation of explanations and arguments. (Writing-intensive.) Includes lecture, discussion, and small group interaction. Open to first-year students only. Maximum enrollment, 20. Doran.

110F,S Introduction to Philosophy. An introduction to such philosophical issues as the possibility and nature of morality, the existence of God and the problem of evil, the possibility of free will, and the nature of human knowledge. Practice in critically appraising philosophical positions. (Writing-intensive.) Open to first-year students only. Maximum enrollment, 20. The Department.

117F,S Introducton to Political Theory. For full description, see Government 117. (Fall sections, writing-intensive.) Open to junior and senior non-majors with consent of instructor only. Maximum enrollment in each section, 20 (Fall); 40 (Spring). Paris.

200S Critical Reasoning. Same as Philosophy 100 except 1) greater emphasis on symbolic logic, and 2) not writing-intensive. Open to sophomores, juniors, and seniors only. Maximum enrollment, 40. Doran.

201F History of Ancient Western Philosophy. A study of the philosophical classics from early Greek times to the fall of Rome. Emphasis on Plato and Aristotle. Open to sophomores, juniors, and seniors only. Werner.

203S History of Modern Western Philosophy. A study of the philosophical classics from Descartes to Kant. Prerequisite, 201 or consent of instructor. Doran.

209S Philosophy and Feminism. Analysis of issues of current concern to women. Primary emphasis on the evaluation of arguments offered by contemporary thinkers on all sides of these issues. (Writing-intensive.) Open to sophomores, juniors, and seniors only. Maximum enrollment, 20. Macdonald.

[222S] Contemporary Moral Issues. Introduction to moral theory and moral reasoning. Application of such theories as relativism, egoism, utilitarianism, Kantianism, and pluralism to issues in applied ethics. Examination of such issues as abortion, affir-

mative action, environmental ethics, euthanasia, hate speech, justice, racism, sexism, war and peace, and world hunger. Prerequisite, one course in Philosophy or sophomore, junior, or senior standing. (Offered in alternate years.) Maximum enrollment, 80.

240F Symbolic Logic. A study of formal systems of reasoning and argument evaluation. Norman.

[243S] Chinese Religion and Thought. For full description, see Religious Studies 243.

245S Science, Culture, and Idealogy. Examination of a number of influential views of science and their implications. Is there a "scientific method"? Can science be "objective"? Should the social sciences seek to be value-neutral? What gives the pronouncements of science their peculiar authority? What are the effects on society of science as it is practiced? Open to sophomores, juniors, and seniors only. Maximum enrollment, 40. Norman.

260S Ethics and Politics in Ancient Greece and Rome. For full description, see Classical Studies 260. Maximum enrollment, 40. Rubino.

271F Ethics of Professions and Practices. Examination of ethical issues arising in the professions, in institutions, and in human practices. Study of selected ethical problems in law, medicine, education, and sport. Prerequisite, one course in Philosophy or sophomore, junior, or senior standing. Maximum enrollment, 80. Simon.

301S The Philosophy of History. For full description, see History 301. (Writing-intensive.) Prerequisite, one course in Philosophy and one 100-level history course or two 200-level history courses. Maximum enrollment, 20. Kelly.

305S Philosophy and Literature. Examination of such topics as philosophical themes in literature, literature as philosophy, and philosophical issues in literary criticism. Theoretical readings include Gates, Eagleton, hooks, Anzaldua, Searle, Putnam, and Rorty. Novelists include Ishmael Reed, Alice Walker, Zora Neale Hurston, Toni Morrison, Rosario Ferre, and Helena Viramontes. (Writing-intensive.) Prerequisite, two courses in Philosophy or literature, or consent of instructor. (Same as Comparative Literature 305.) Maximum enrollment, 40. Macdonald.

312F African-American Philosophy. A critical examination of several major nineteenth and twentieth century African-American thinkers, including Frederick Douglas, Martin Delany, Booker T. Washington, W. E. B. Du Bois, and Marcus Garvey, as well as African-American women of the same time period. Identification, analysis, and critique of their philosophical and practical heritages, as well as their contributions. Study of these thinkers situated in the context of their own times, aimed at drawing conclusions helpful in identifying and successfully confronting challenges of the present and future. (Writing-intensive.) Open to sophomores, juniors, and seniors only. (Same as Africana Studies 312.) Maximum enrollment, 20. Outlaw.

[315F] Islamic Thought. The faith, practices, history, and philosophies of Islam. Attention also given to theories of the nature of religion, religion in non-literate cultures, and Zoroastrianism. Prerequisite, one course in Philosophy or Religious Studies, or consent of instructor. (Same as Religious Studies 315.) (Offered in alternate years.)

350F Nineteenth Century Philosophy. A study of major texts in nineteenth century European philosophy, including Hegel, Marx, Schopenhauer, Kierkegaard, and Nietzsche. Topics include the role of mind in the construction of reality, the role of progress in history, and the relationships between the material and the ideal, the individual and the social, passion and reason, and the relative and the absolute. Prerequisite, 203 or consent of instructor. Maximum enrollment, 40. Cox.

355F Contemporary Philosophy. Classic texts and central preoccupations of twentieth century philosophy. The analytic movement, the rise and fall of logical positivism, the emergence of meaning holism and the attack on foundationalism. Topics include language and meaning, knowledge and its foundations, and science and progress. Emphasis on Anglo-American sources, with possible ventures into Continental thought. Prerequisites, 203 or consent of instructor. Norman.

368S Nietzsche. Close study of Nietzsche's philosophical corpus. Topics include the centrality of the aesthetic, conception of truth and knowledge, critique of metaphysics, morality, religion, and the doctrines of becoming, will to power, eternal recurrence, and *Uebermensch*. Nietzsche's relationship to his philosophical predecessors and to recent developments in Anglo-American and European thought. Open to juniors and seniors only. Prerequisite, two courses in Philosophy, or consent of instructor. Maximum enrollment, 40. Cox.

[370F] Technology and Alienation. Inquiry into the impact of technology, bureaucracy, and popular culture on human existence and the environment. Emphasis on critical theory, pragmatism, and popular culture's critique of technology and the colonization of the life world. Readings from Postman, Dewey, Marcuse, Marcus, Young, and Chomsky, among others. Investigation of the possibility of human and environmental liberation in the late twentieth century. Open to juniors and seniors only. Prerequisite, two courses in Philosophy, or consent of instructor. Maximum enrollment, 40.

380S Philosophy of Law. Inquiry into the nature of law, the authority of law, the character of judicial reasoning, and other selected problems in jurisprudence, with particular attention to the relationship of legality to morality and justifiability of judicial reasoning. Prerequisite, 110 or junior standing. Maximum enrollment, 40. Simon.

[415F] Seminar in the History of Philosophy: Aristotle. Critical discussion of Aristotle's political and ethical theories through close readings of the *Politics, Nichomachean Ethics,* and *Eudemian Ethics*, as well as recent commentaries. (Writing-intensive.) Prerequisite, two courses in Philosophy or consent of instructor. Maximum enrollment, 12.

[416S] Seminar in the History of Philosophy: Wittgenstein. A study of the life and works of the major twentieth century philosopher Ludwig Wittgenstein. Examination of his later works on thought, language, and representation, with special emphasis on skeptical problems of the possibility of language and his radical solution to those problems. (Writing-intensive.) Prerequisite, 203 or two courses in Philosophy, or consent of instructors. Maximum enrollment, 12.

[420S] Seminar in Metaphysics. A critical examination of several metaphysical problems including the indeterminacy of translation (Quine and his critics), the incommensurability of scientific theories, the nature of personal identity, and the distinction between facts and values. (Writing-intensive.) Prerequisite, two courses in Philosophy or consent of instructor. (Offered in alternate years.) Maximum enrollment, 12.

421F Seminar in Metaphysics: On What There Is. Detailed inquiry into contemporary philosophic debate among realists, pragmatists, and anti-realists. Emphasis on issues relating to the relativism of truth, ontology, and facts and values. Investigation of such metaphilosophical issues as the nature, point, and possibility of philosophy. Readings include Quine, Goodman, Kuhn, Elgin, Putnam, Rorty, and Davidson. (Writing-intensive.) Prerequisite, 203 or 355, or consent of instructor. Open to juniors and seniors only. Maximum enrollment, 12. Werner.

425F Mahayana Buddhism. For full description, see Religious Studies 425. Prerequisite, two courses in Religious Studies or consent of instructor. May not be counted toward the Philosophy concentration. (Offered in alternate years.) Williams.

430F Seminar in Epistemology: The Problem of Knowledge. Inquiry into whether it is possible to reject skepticism without resorting to dogmatism. Special emphasis on the connection (or tension) between everyday reflection and philosophical theory. Historical and contemporary readings. (Writing-intensive.) Prerequisite, two courses in Philosophy or consent of instructor. Maximum enrollment, 12. Doran.

450S Seminar in Ethics: Ethical Theory. An investigation of twentieth century ethical theory, focusing on theories of the meaning of ethical terms and on theories of justification in ethics. (Writing-intensive.) Prerequisite, two courses in Philosophy. Maximum enrollment, 12. Simon.

[460F] Seminar in Ethics: Contemporary Theories of Justice. Detailed analysis of contemporary theories of distributive and compensatory justice and their consequences for liberty and equality. (Writing-intensive.) Prerequisite, 203 or consent of instructor. Maximum enrollment, 12.

465S Seminar in History of Philosophy: The Twentieth Century German Tradition. Analysis of the work of four German philosophers (Husserl, Heidegger, Gadamer, and Habermas) representing three of the most influential movements (phenomenology, hermeneutics, and critical theory) in twentieth century European thought. Close reading of major texts and discussion of ways in which each of the philosophers criticizes and extends the work of his predecessors. Prerequisite, 203 or consent of instructor. Cox.

[470F] Seminar in Ethics: Applied Ethics. Detailed inquiry into selected contemporary moral issues, with consideration of the point and purpose of philosophical approaches to morality. Emphasis on environmental ethics, issues of war and peace, the morality of world hunger, and the ethics and nature of racism. A variety of philosophical methodologies considered, including analytic philosophy, existentialism, phenomenology, and critical theory. Consideration of the viability of philosophical morality. (Writing-intensive.) Prerequisite, 209, 222, 271, or 450, or two courses in Philosophy, or consent of instructor. Open to juniors and seniors only. (Offered in alternate years.) Maximum enrollment, 12.

[495F] Seminar in Philosophy of Language: Words and Objects. An exploration of some of the perennial questions in the philosophy of language about the nature of the connections among language, thought, and the world. An investigation of how certain linguistic items designate objects in the world, what it is for an expression to be meaningful, the things that can be done with words, and Wittgenstein's legacy to the philosophy of language. (Writing-intensive.) Prerequisite, two courses in Philosophy or consent of instructor. Open to juniors and seniors only. (Same as Rhetoric and Communication 495.) Maximum enrollment, 12.

500S Senior Seminar in Philosophy. Extensive practice in examination of selected philosophical topics. Preparation, examination, and revision of senior projects. Required of all concentrators. Doran and Macdonald.

Physical Education

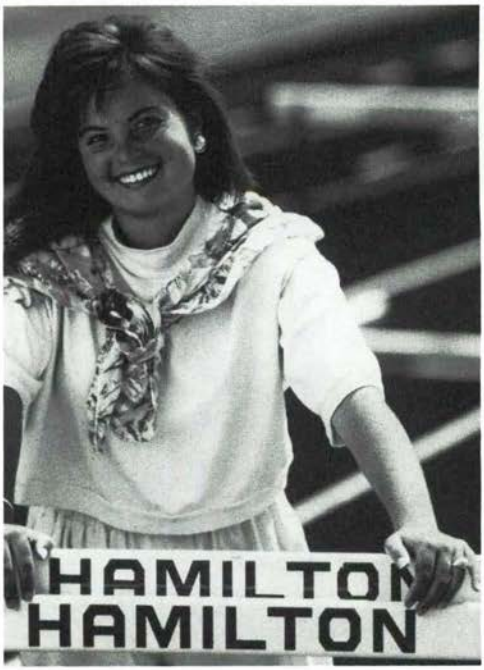
Faculty

Thomas E. Murphy, *Chair*
Betsy L. Bruce
Michael Davis
Steven D. Frank
Philip Grady
Brett C. Hull
Geraldine S. Knortz
Kelley H. McElroy
David W. Thompson
Manfred E. von Schiller

All enrolled students must participate in a required physical education program for individual development. This "lifetime carryover" program is based on the theory that it is as important to develop a healthy body and a love of sport as it is to provide scope for the skilled athlete.

Students must pass two competency tests: 1) physical fitness; 2) swimming. Courses in beginning swimming and physical fitness are offered for students who do not pass the competency tests. In addition, students must complete three other activities. A proficiency test may be substituted for up to two of these activities. Courses offered include advanced conditioning, advanced fitness, aerobics, aquatic instructor certification, badminton*, bicycling, golf*, jogging, lifeguard training, nautilus, platform tennis, racquetball*, skating*, squash*, tennis*, and volleyball. A proficiency test is available for those listed with a star (*).

Upon passing the two competency tests and successfully completing the three activities, a student shall have completed the Physical Education requirement. Except under certain unusual circumstances, it is expected that the requirement will be completed in the first year. All students must complete the physical education requirement by the time of the completion of four semesters in residence. The requirement must be completed in order to graduate. Students with physical disabilities may enter an individual program approved by the college physician.



Physics

Faculty

Peter J. Millet, *Chair*
Brian Collett
Philip D. Krasicky
Philip M. Pearle (F)
James W. Ring
Ann J. Silversmith

A concentration in Physics consists of 10 courses: 190, 192, 200, 220, 260, 300, 310, 390 or 410, and 550, and one other course chosen from 130, 160, 180, 230, 390, 410, and 420. Prospective concentrators should take 190 and 192, and Mathematics 113 and 114 in the first year, and Physics 200, 220, and 260 in the sophomore year. It is strongly advised that students intending to go to graduate school in Physics elect 390 as well as 410, and 420. For an experimental senior project or a summer research opportunity, students are strongly advised to take 180 or 230. Students who wish to major in Physics but who have taken 101-102, or who have started Physics belatedly, or who have advanced placement in Physics or Mathematics, should consult the departmental Chair.

In the fall semester of the senior year, each concentrator will become involved in a supervised research project and participate in an associated Senior Seminar (550). An experimental (theoretical) senior project requires prior completion of 390 (410). For honors in Physics, outstanding work in the Senior Project is required.

A minor in Physics consists of five courses: 190 and 192 or 101-102, and any other three courses except 150, at least one of which shall be chosen from the 200 level or above. A minor in Astronomy consists of five courses: 190 and 192 or 101-102, and also 160, 200, and an independent study in Astronomy. A student who majors in Physics may not minor in Astronomy.

Students interested in the 3-2 or 4-2 engineering programs affiliating Hamilton with engineering schools should take 190 and 192, and Mathematics 113 and 114 in their first year. There are many possible options in engineering programs, and because of their complexity beyond the first year, interested students should consult the engineering advisor. This is also the case for students who have taken 101-102 and have then become interested in engineering. The engineering advisor is Professor Ring.

101F-102S Elementary Physics. The fundamentals of physics, including such topics as Newtonian mechanics, waves, and thermodynamics in the first semester, and electricity and magnetism, optics, special theory of relativity, and quantum physics in the second semester. Three hours of class and three hours of laboratory. Algebra and trigonometry required. 102 may not be taken as a separate course. Millet, Ring, and Silversmith.

130S Physics of Architecture. Introduction to why buildings stand up; the physics of materials and of structures. Examples include Roman arches, Gothic cathedrals, and bridges. Knowledge of algebra and trigonometry required. Ring.

[140S] Light and the Laser. Introduction to the fundamental properties of light, including wave behavior, reflection, refraction, color, polarization, and the optical processes of absorption and emission. Emphasis on developing an understanding of the laser—how it works and why it is different from conventional light sources. Applications of the laser. No prerequisite, but familiarity with pre-calculus mathematics recommended. (Next offered 1995-96.)

150S The Physicist's View of Nature. The physics of the twentieth century. The ideas of special and general relativity and cosmology, of quantum physics, and elementary particles. A course for students not going on in science. Pearle.

160F Introduction to Astronomy. A description of the universe, starting with the appearance and organization of the solar system and working outward. Development of the heliocentric view. Observational deduction of properties of stars. Stellar evolution

and its relation to pulsars and black holes. Galaxies and the structure and history of the universe. Three hours of class and one and one-half hours of laboratory. Maximum enrollment, 32. Krasicky.

170S Energy and the Environment. Energy: what it is, what it can do, how we can utilize it, and the consequences of doing so. Energy conversion and conversion efficiency. Capital energy resources and "renewable" energies. Energy circulation in our world and its crucial role in the functioning of society. Global energy balance and climate change. Household and world energy use and its impact on the environment. Maximum enrollment, 40. Krasicky.

[175S] The Physics of Musical Sound. Physical principles and phenomena associated with musical sound. Topics include vibrating systems, sound propagation, musical instruments, voice, hearing, tone quality, musical scales and tuning, and room acoustics. Hands-on demonstrations. Three hours of class and occasionally one hour of laboratory. (Same as Music 175.) (Next offered 1995-96.) Maximum enrollment, 20.

[180S] Electronics and Computers. Introduction to the basic concepts and devices of electronics. A study of digital circuits and the architecture of computers. 8088 machine language programming, how a computer works, computer interfacing, and robotics. Three hours of class and three hours of laboratory. Not open to students who have taken 230. (Offered in alternate years; next offered 1995-96.)

190F The Comprehensible Universe. Introduction to some of the important ideas of physics, with emphasis on mechanics and special relativity. Discussion of the fundamental physical concepts of kinematics, dynamics, symmetries, and conservation laws. Three hours of class and three hours of laboratory. Intended primarily for those who plan to continue in physical science. Not open to students who have taken 101-102. Millet.

192S Waves and Fields. The physics of wave motion, the electromagnetic field and its interaction with charged particles, and optics and light waves. Three hours of class and three hours of laboratory. Prerequisite, 190 and Mathematics 114 (may be taken concurrently). Not open to students who have taken 101-102. Collett.

200F Mathematical Methods in Physics. Topics drawn from applied mathematics, including multivariable calculus, linear algebra, vector analysis, orthogonal functions and differential equations, treated in the context of physics. Prerequisite, 102 or 192, and Mathematics 114. Collett.

220F Modern Physics. Experiments and theories that manifest and explain quantum phenomena. Elementary quantum theory of atoms, molecules, solids, and nuclei. Applications to such devices as the laser and the transistor. Three hours of class and three hours of laboratory. Prerequisite, 102 or 192, and Mathematics 114. Collett and Krasicky.

230S Electronics. An introduction to the theoretical and experimental analysis of electronic circuits containing resistors, capacitors, inductors, diodes, transistors, and integrated circuits. Both analog and digital circuits discussed in class and investigated in the laboratory. Three hours of class and three hours of laboratory. Not open to students who have taken 180. Pearle.

260S Mechanics. Principles of classical mechanics, including dynamics of particles, resonance, rotating reference frames, celestial mechanics, rigid body motion, and Lagrangian mechanics. Prerequisite, 200. Silversmith.

300S Thermodynamics and Statistical Physics. A study of large-scale systems from the point of view of statistical theory. Examination of the properties of those systems in terms of a statistical treatment of the motions, interactions, and energy levels of particles. Introduction to basic probability concepts and the principles of statistical mechanics. Explanation of thermal equilibrium, heat, work, and the laws of thermodynamics. Applications to various physical systems. Prerequisite, 200 and 220, or consent of instructor. Millet.

310F Electricity and Magnetism. Maxwell's equations studied in both differential and integral form. Electrostatics, magnetostatics, and electro-dynamics. Introduction

to electromagnetic waves and dielectric and magnetic materials. Three hours of class and three hours of laboratory. Prerequisite, 200. Ring.

390S Laboratory Methods in Physics. An exploration of important techniques in experimental physics. Four experiments selected from modern and classical physics to illustrate important methods and approaches. (Writing-intensive.) Detailed, well-written laboratory reports with criticism and revision. Three hours of laboratory. Prerequisite, 200 and 220. Maximum enrollment, 20. Krasicky.

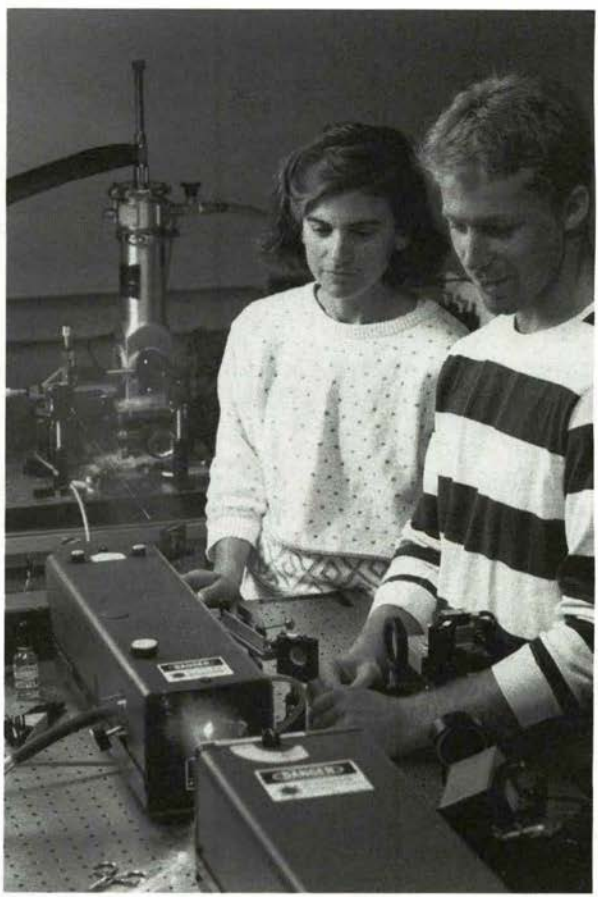
[410S] Quantum Physics. An exploration of the quantum theory and its applications to physical systems. Prerequisite, 220 and 260. (Next offered 1995-96.)

420S Vibrations and Waves. Topics drawn from mechanics, hydrodynamics, electrodynamics, acoustics, optics, and electronics. Prerequisite, 260 and 310. Millet.

550F Senior Seminar. Presentations by each student on his or her Senior Project. Group discussions of these topics. Open to senior concentrators or to others by consent of instructor. The Department.

Portuguese

See Critical Languages.



Psychology

Faculty
Jonathan Vaughan, *Chair*
Beverly R. Edmondson
George A. Gescheider
Gregory R. Pierce (F)
John M. Rybash
Douglas A. Weldon
Penny L. Yee (F)
John H. Yost

Special Appointment
Maria Brané

The Department offers concentrations in General Psychology and Psychobiology, as follows:

General Psychology

A concentration in General Psychology consists of nine courses. These must include the following: the introductory survey, 101; two core courses (203 and 280); a course in neuroscience (205, 330, or 332); a course in cognitive psychology (310 or 315); a course in clinical, developmental, or social psychology (324, 337, or 340); two electives; and the Senior Project. Departmental honors in Psychology recognize the distinguished achievement of students who excel in their coursework in the concentration and who are awarded distinction in the Senior Project by a vote of the Department. A minor in General Psychology consists of 101, 203, and 280; one course chosen from 310, 315, 324, 330, 332, 337, 340, and 350; and one elective.

Psychobiology

A concentration in Psychobiology consists of 12 courses: Biology 110 and 210; Chemistry 111-112; Psychology 101, 205, 280, 330, and 350; one of the following courses in Biology: 222, 225, 331, 333, 336, 337, 444, and 446; one course in Psychology at the 200 level or above (students are encouraged to consider courses that are not strictly psychobiology courses when fulfilling this requirement); and the Senior Project. Departmental honors in Psychobiology recognize the distinguished achievement of students who excel in their coursework in the concentration and who are awarded distinction in the Senior Project by a vote of the Department. Students considering graduate work in neuroscience are advised to take Chemistry 223-224, Mathematics 113-114 and 140, and Physics 101-102.

Senior Project

The curricula in Psychology and Psychobiology are designed to prepare each student to undertake a senior project consisting of extensive research and theoretical inquiry, culminating in a written thesis and an oral presentation. The Senior Project can be completed over a period of either one or two semesters; therefore, concentrators must enroll in 500 and/or 501 during their senior year.

101F,S Introductory Psychology. An introduction to the science of human behavior. Topics include the nervous system, perception, learning, motivation, cognitive and social development, personality, individual differences, social behavior, psychopathology, and behavior disorders. Maximum enrollment in each section, 40. The Department.

[201] Theories in Psychology. A comparative investigation of the behavioral, cognitive, developmental, humanistic, and psychoanalytic approaches that have been taken to study individual and social behavior in normal and abnormal populations. Classic and contemporary readings from Freud, Maslow, Piaget, Rogers, and Skinner. Prerequisite, 101.

203F,S Research Methods in Psychology. A comparative investigation of experimental, observational, and correlational approaches to the study of individual and social behavior. Examples drawn from all areas of psychology. Laboratory work with human and animal subjects. (Writing-intensive.) Three hours of lecture and two hours of laboratory. Prerequisite, 101. Maximum enrollment, 20. The Department.

205F Introduction to Brain and Behavior. Study of the structure and function of the nervous system as it relates to consciousness and behavior. Emphasis on psychobiological explanations of perception, learning, attention, motivation, emotion, and behavior disorders. Prerequisite, 101, or Biology 210, or consent of instructor. Gescheider.

211F Child Development. An introduction to the science of child behavior. Perceptual, cognitive, linguistic, social, and personality development from birth through childhood. Prerequisite, 101. Maximum enrollment, 40. Edmondson.

212F Developmental Psychology: Adulthood and Aging. The study of the biological, psychological, and socio-historical processes that influence adult development and aging; research designs for the study of developmental psychology; the optimization of development throughout the adult years; and the distinctions between normal and pathological aging. Prerequisite, 101. Maximum enrollment, 40. Rybash.

[216] Social Psychology and Personality. Study of the influences of social contexts and personality characteristics on social behavior. Readings focus on empirical studies of social and personality processes. Emphasis on such topics as historical trends in approaches to the study of social behavior, assessment of personality and group behavior, and current theoretical and methodological issues in personality and social psychology. Prerequisite, 101. Maximum enrollment, 40.

222F Psychology of Gender. For full description, see Women's Studies 222. (Writing-intensive.) Prerequisite, 101 and a course in Women's Studies. Maximum enrollment, 20. Gentry.

223S Abnormal Psychology. An introduction to the concept of abnormal behavior, with consideration of both psychological and sociological perspectives. Topics include classification, assessment, and treatment for disorders such as psychoses, anxiety and personality disorders, brain dysfunctions, and sexual variance, with emphasis on empirical research in these areas. Prerequisite, 101. Maximum enrollment, 40. Brané.

235S Educational Psychology. The application of psychological theory and research to educational problems. Topics include the cognitive psychology of school learning, academic motivation, measurement of achievement and ability, classroom behavior management, and exceptional children. Prerequisite, 101. Maximum enrollment, 40. Edmondson.

240S Psychology of Music. For full description, see Music 240. (Writing-intensive.) Prerequisite, 101, or Music 101 and 111. Maximum enrollment, 20. Hopkins.

246S Artificial Intelligence. For full description, see Computer Science 246. Prerequisite, Computer Science 140 or consent of instructor. Hirshfield.

280F Statistics in Psychological Research. The application and interpretation of descriptive and inferential statistics in the study of psychological processes. Discussion of methodological and research design in the context of statistical techniques. Hypothesis testing using t-tests, analysis of variance, chi-square, regression, and nonparametric techniques. Use of statistical computer programs to analyze data. Prerequisite, 101. Weldon.

301F History of Psychology. An examination of the philosophical, cultural, and scientific bases of contemporary psychology. Prerequisite, 101. Gescheider.

310F Attention and Performance. The selection and transformation of information from sensation and memory as they affect perception, learning, cognition, and motor performance. Applications selected from reading, decision making, human factors, and attentional disorders. (Writing-intensive.) Three hours of class and three hours of laboratory. Prerequisite, 203 or 280. Maximum enrollment, 20. Vaughan.

315S Cognitive Psychology. Theoretical and methodological aspects of basic mental processes in attention, perception, memory, language, and problem solving. Emphasis on development of original empirical projects. (Writing-intensive.) Three hours of class and three hours of laboratory. Prerequisite, 203 or 280. Maximum enrollment, 20. Vaughan.

324S Developmental Psychology. In-depth study of human memory across the life span. Emphasis on an examination of age-related and disease-related processes that influence various facets of memory, and on research methodologies used in the study of developmental change. Three hours of class and two hours of laboratory. Prerequisite, 203 or 280. Rybash.

330F Principles of Neuroscience. Study of the structure and function of the nervous system, with particular emphasis on neurophysiology and neuropharmacology. Coverage of recent findings in developmental neurobiology and neural plasticity. Laboratory techniques including intracellular and extracellular recording from muscle cells, sensory neurons, and motor neurons. Three hours of class and three hours of laboratory. Prerequisite, 203 or 205, or Biology 210. (Same as Biology 330.) Maximum enrollment, 18. Weldon.

[332F] Human Neuropsychology. Study of human brain function from the standpoint of experimental and clinical research in behavioral and cognitive neuroscience. Survey of research involving animals and humans, addressing presumed neural mechanisms for cognitive, motivational, and emotional states. Analysis of aphasia, agnosias, apraxias, and disconnection syndromes. Laboratory work in neuroanatomy, cognitive neuroscience, and neuropsychological evaluation. Three hours of class and one hour of laboratory. Prerequisite, 203 or 205. (Next offered 1995-96.)

[337S] Advanced Social Psychology and Personality Laboratory. Study of the experimental and assessment methods used to investigate social psychological and personality processes. Focuses on the development of original research projects, often conducted in collaboration. Data collection, statistical analyses, papers based on findings, and oral presentations. Prerequisite, 203. (Next offered 1995-96.) Maximum enrollment, 20.

340F Psychotherapy and Behavior Therapy. A selective study of psychotherapy, with consideration of recent trends in behavior therapy and theories encompassing both psychodynamic and behavioral methods. Special emphasis on laboratory work, including semester-long section in beginning interviewing and counseling skills, and data collection and interpretation. Prerequisite, 203, 205, or 280, and either 201 or 223. Recommended to be taken in junior year if field project or internship is planned senior year. Maximum enrollment, 20. Brané.

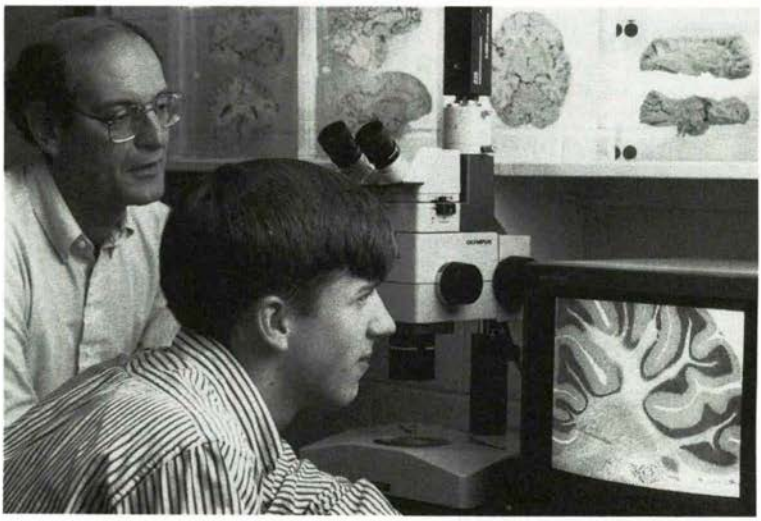
342S Psychopharmacology. A study of the effects of drugs on animal and human behavior. Topics include neuropharmacology, antipsychotics, analgesics, stimulants, hallucinogens, antidepressants, alcoholism, addiction, and the implications of drug effects for neurochemical theories of behavior. (Writing-intensive.) Prerequisite, 205, or Biology 222, or Chemistry 224. Maximum enrollment, 20. Weldon.

350S Psychophysics and Sensory Physiology. An investigation of the anatomy, physiology, and psychophysics of the senses. Introduction to the basic principles of sensory coding by an examination of visual, auditory, tactile, temperature, pain, and chemical senses. (Writing-intensive.) Three hours of class and three hours of laboratory. Prerequisite, 205 and 280. Maximum enrollment, 20. Gescheider.

455F Field Study in Psychology. Seminar in psychological services combined with eight to ten hours per week of field study in one of several cooperating local agencies and schools. Extensive written project addressing theoretical issues relevant to the population chosen for field work. Discussion topics include methods in provision of psychological, educational, and applied services, and methodological and ethical issues in psychotherapy, counseling, and educational psychology. Prerequisite, one

course in psychopharmacology or in clinical, social, or developmental psychology, and consent of instructor. Open to juniors and seniors only. Enrollment limited, depending on space available in cooperating agencies. Brané.

500F, 501S Senior Project. Supervised research on a specific problem in psychology or psychobiology based on proposals submitted to the Department by the end of a student's junior year. Open to senior concentrators. The Department.



Public Policy

The Public Policy Program is administered through the Departments of Government, Economics, and Philosophy.

A concentration in Public Policy consists of 251 and 500-501; Economics 100, 110, and 275; Government 230 or Economics 265; Government 338; and Philosophy 222 and one additional advanced course in ethical analysis to be chosen in consultation with the Director. Concentrators must complete the following courses by the end of the junior year: 251; Economics 275; Government 230 or Economics 265; and Philosophy 222. Beginning with the Class of 1997, a concentration in Public Policy consists of 251, 382, and 500-501; Economics 100, 110, and 275; Government 116, 230, and 338; and courses chosen from the following options:

one of the following three courses:

Philosophy 222	**Contemporary Moral Issues**
Philosophy 271	**Ethics of Professions and Practices**
Philosophy 380	**Philosophy of Law**

one of the following three courses:

Philosophy 450	**Seminar in Ethics: Ethical Theory**
Philosophy 460	**Seminar in Ethics: Contemporary Theories of Justice**
Philosophy 470	**Seminar in Ethics: Applied Ethics**

and one of the following nine "issue areas" courses:

Economics 315	**Economics of Gender and Work**
Economics 350	**Economics of Poverty and Income Distribution**
Economics 380	**Environmental Economics**
Economics 440	**Seminar: Public Economics**
Government 335	**The Criminal Justice System**
Government 375	**Educational Reform and Ideology**
Public Policy 361	**Urban Economics, Politics, and Public Policy**
Sociology 230	**Urban Sociology**
Sociology 272	**Sociology of Poverty**

Beginning with the Class of 1997, concentrators must complete the following courses by the end of the junior year: 382; Economics 275; Government 116 and 230; one of the required courses in Philosophy; and one of the "issue areas" courses listed above.

No student may declare a concentration in Public Policy without either completing or being enrolled in 251. Students are strongly encouraged to take Government 230 (or Economics 265) in the sophomore year.

Credit from the Term in Washington Program may be substituted for up to two of the courses required for a concentration, with the approval of the Program Director. Students interested in pursuing graduate study in policy analysis or public management are encouraged to take additional courses in substantive areas of public policy and in mathematics and statistics.

To qualify for honors in Public Policy, a student must submit a distinguished record in the concentration and perform with distinction in the Senior Project. A complete description of the Senior Project is available in Kirner-Johnson 217.

A minor in Public Policy consists of 251, Economics 110 and 275, Government 230, and Philosophy 222. If the student's concentration is in Economics, Government, or Philosophy, these courses cannot count in both the student's concentration and the minor. Instead, courses that are required for both the concentration and the minor will be used to satisfy concentration requirements, and they will be replaced by alternative courses in the minor requirements. These alternative courses will be chosen by the Program Director in consultation with the Chair of the student's concentration department.

In addition to the required courses, there are many other courses in the college curriculum that will be of interest to Public Policy concentrators. Students interested

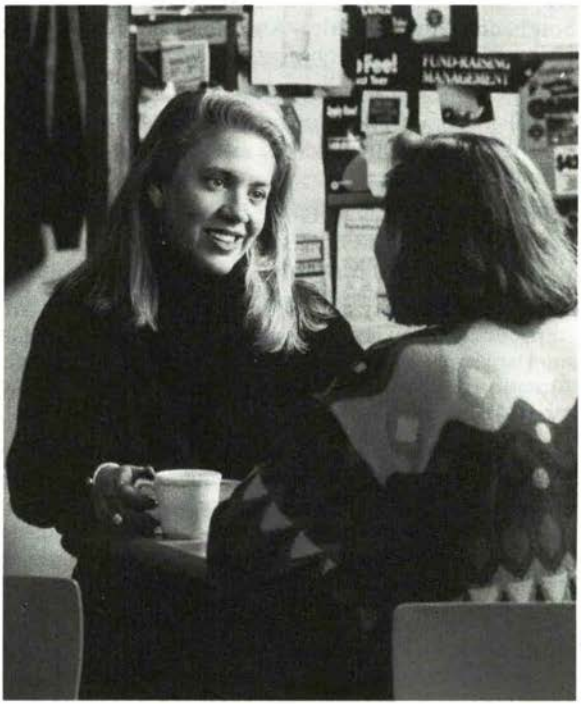
in the concentration should consult as early as possible with the Program Director, Professor Paul Gary Wyckoff (Government).

251S Introduction to Public Policy. Survey of current policies and issues in areas such as welfare, health care, the environment, and agriculture. Examination of methods and principles for evaluating policies. Perspectives on policy analysis from economics, philosophy, and political science. Prerequisite, Economics 110. Open to juniors and seniors with consent of instructor. (Same as Economics 251 and Government 251.) Maximum enrollment, 40. Wyckoff.

[361] Urban Economics, Politics, and Public Policy. Tools of economics and political science used to understand urban problems. Discussion of urban problems and policies, including housing and homelessness, racial discrimination, crime, health care, and the finances of central cities. Analysis of the economic forces affecting urban areas. Application of political science models of the policymaking process to the urban context. Prerequisite, Economics 110. (Same as Economics 361 and Government 361.) (Next offered 1995-96.) Maximum enrollment, 40.

382F Topics in Public Policy. Topic for 1994-95: Welfare Policy. The application of theories and methods of evaluation, design, and implementation in an intensive study of a significant problem of public policy. Emphasis on skills of analysis, writing, and problem solving by groups. Coursework may be supplemented by field work as well as participation by scholars and practitioners sponsored by the Arthur Levitt Public Policy Center. (Writing-intensive.) Prerequisite, 251. (Same as Government 382.) Maximum enrollment, 20. Teles.

500-501 Senior Project. A two-semester senior project, culminating in a thesis. The Program.



330S Gender, Race, Ethnicity, and Religion. Consideration of the ways in which gender, race, and ethnicity operate in a variety of religious settings. Attention paid to religion as a force that can oppress, liberate, and play a role in identity formation. Material drawn primarily from North America. Prerequisite, one course in Religious Studies or consent of the instructor. Maximum enrollment, 12. Seager.

[348S] American Religious History. A survey examining the major themes of American religious history from the European encounter with the New World until the present.

365S The World of Zen. The history of Ch'an (Zen) Buddhism. Zen texts and their philosophical implications. Zazen as an expression of these implications. The cultural influence of Zen in art, architecture, the tea ceremony, and archery. Prerequisite, two courses in Religious Studies or consent of instructor. (Offered in alternate years.) Williams.

[370S] Spirits Speaking Through: Traditional and Contemporary Arts of Native Americans. Focuses on the arts in Native American traditions as the way in which religious ideas are portrayed through visual and/or performative expressions and carried forward to succeeding generations. Includes painting, sculpture, storytelling, healing rituals, dance, music, and earth works. Surveys the prehistory of Native North American arts, especially the Woodland people, as well as the regional and historical distinctions in traditional and contemporary arts of the last 500 years. Concludes with focus on contemporary Native artists, the spiritual aspects of their individual work, and the often complex relationship to their own religious community. Slide, film, and video intensive. Prerequisite, 108 or 202, or consent of instructor.

372S Native American Oral and Written Literature. Examination of Native American literature from Native American perspectives, including both the performance dimensions of storytelling and more recent literary traditions. Study of literature in both modern and post-modern contexts. Focuses on how the stories and issues touch upon the sacred in the everyday. (Writing-intensive.) Prerequisite, Religious Studies 108, 202, or consent of instructor. (Same as English 372.) Maximum enrollment, 20. Vogel.

390S Native American Medicine and Healing. Survey of Native American medicine and healing practices with particular attention to the various forms and historical traditions of shamanic practices throughout the Americas. General overview of Native American concepts of disease, as well as examination of different contemporary Native practitioners of healing, the principles underlying Native American healing practices, and their interconnectedness to religious beliefs. (Writing-intensive.) Prerequisite, Religious Studies 108, 202, or consent of instructor. Maximum enrollment, 20. Vogel

[405F] Seminar in Asian Religions. Prerequisite, two courses in Religious Studies or one in Religious Studies and one in Asian history. Maximum enrollment, 12. (Next offered 1995-96.)

[406S] Designing Women: Native American Women's Religious Expressions. Explores the ways that native women have woven themselves into the very fabric of Native American histories and mythologies. Emphasizes their remarkable legacy of visual and performative Native traditions, and their own special vision of religious belief. Focuses on Native women as agents creating their own traditions of religious expressions and beliefs that are distinctive of the female spirit, such as through textile arts, dance, and story. Slide, film, and video intensive. Prerequisite, 108 or 202, or consent of instructor.

407S The Celluloid Savior. A seminar in biblical studies on the representation of Jesus in motion pictures. Prerequisites: two courses in Religious Studies or consent of instructor. Maximum enrollment, 12. Humphries-Brooks.

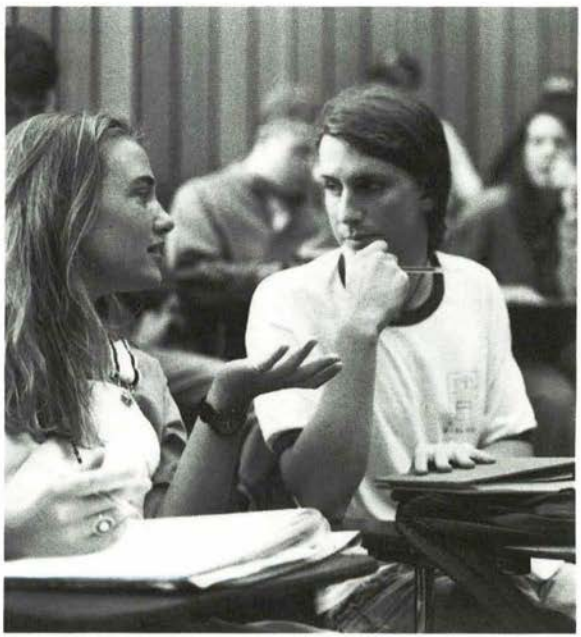
425F Mahayana Buddism. A study of the various traditions of Mahayana Buddhism through an analysis of selected texts in translation and secondary sources. Prerequisite, two courses in Religious Studies or consent of instructor. (Offered in alternate years.) Williams.

426F Seminar in Christian Classics: Varieties of Christian Experience. Readings include spiritual autobiography, mystical texts, and social thought. Selections drawn from both the European and American traditions. Attention paid to comparison of different Christian world views. Prerequisite, two courses in Religious Studies or consent of instructor. Maximum enrollment, 12. Seager.

[431S] Seminar in Judaism. The exploration of topics in Jewish religious and political thought through the study of Jewish classical texts. Prerequisite, two courses in Religious Studies, Philosophy, or political theory. (Next offered 1995-96.)

465F Native American Visual Cosmologies. Seminar in Native American contemporary and traditional arts. Focuses on the ways that these arts continue to reflect spiritual principles and experiences. Research, design, and installation of an exhibition of Native American art in the Emerson Gallery to open during spring term. Exhibition theme: Woodlands art and artists from this region. Prerequisite, one course in Native American religious traditions or consent of instructor. Maximum enrollment, 12. Vogel.

501F,S Honors Program. A project resulting in a substantial essay supervised by a member of the Department. Open to qualified senior concentrators. The Department.



Rhetoric and Communication

Faculty
Richard F. Somer, *Chair*
Susan A. Mason

The Department provides systematic study of the substance and the process of oral communication with particular attention to their effects upon understanding, agreement, and coordinated action among people. To that end, every opportunity will be taken in all courses, whether in theory or performance, to develop the student as an informed and responsible participant in oral communication.

The Department contributes to a concentration and a minor in Communication Studies. See Communication Studies for the appropriate requirements.

100F Basic Oral Presentations. Study of fundamental principles, with emphasis on organization and presentation. Practice in preparing outlines and in delivering a series of expository presentations. Designed for students who wish to enhance confidence in oral delivery skills. Videotaping. Open to juniors and seniors only. One-quarter course credit. Maximum enrollment in each section, 12. Mason.

101F,S Foundations of Oral Communication. Introduction to basic concepts, procedures, and methods appropriate to communication in a variety of contexts. Study of the role the mind plays in communication behavior, relationships between self-concepts and communication behavior, the symbolic nature of language and associated nonverbal codes, the significance of listening, and implications and consequences of communication behavior. Development of responsible communication skills. Open to first- and second-year students only. Somer.

110F,S Public Speaking. Study of the nature, purposes, and means of public speaking. Practice in formal expository and persuasive spoken communication. Emphasis on research, audience analysis, organization, ethics, and thinking in preparation for effective speaking. Oral and written evaluations, conferences, and videotaping. Maximum enrollment in each section, 18. Mason.

125S Language and Culture. For full description, see Anthropology 125. Maximum enrollment, 40. Urciuoli.

192F Understanding Mass Media. Survey and analysis of American mass communication from the audience's perspective. Emphasis on the electronic media. Application of communication theory so as to develop a critical awareness of the persuasive, informative, and artistic capabilities and limitations of various media. Topics include history and development, communication environment, responsibilities, controls, functions, effects, and trends. (Offered in alternate years.) Maximum enrollment, 40. Somer.

201S Linguistic Theory: An Introduction. For full description, see Anthropology 201. Maximum enrollment, 40. Urciuoli.

210S The Expressive Voice. For full description, see Theatre 210. Maximum enrollment, 18. Bellini-Sharp.

220S Persuasive Communication. Study and practice in the ways people try to influence each other through oral communication. Theoretical principles applied to various subjects, audiences, and situations ranging from public communication to interpersonal bargaining and negotiation. Topics include attitudes and beliefs, identification and congruity, response prediction, source credibility, strategic choices, and ethics. Open to sophomores, juniors, and seniors only. Prerequisite, 101 or 110. (Offered in alternate years.) Maximum enrollment, 18. Somer.

[225S] Phonetics and Phonology: The Analysis of Sound. For full description, see Anthropology 225. (Next offered 1995-96.) Maximum enrollment, 12.

[230F] Leadership and Group Communication. Study of research and practice concerning the mutual influences exhibited by leaders and followers. Emphasis on effective use of communication in group work. Topics include principles, rules, and customs that govern group decision-making dynamics. Experiential learning in deliberation and problem solving. Open to sophomores, juniors, and seniors only. (Offered in alternate years; next offered in 1995-96.) Maximum enrollment, 18.

240F The Oral Tradition: From Tales to Texts. Study of stories and selected literary texts through performance. Development of mental and physical responsiveness for sharing literature with others. Exercises in projection of attitudes, feelings, and emotions. Practice in dramatistic analysis and oral presentations. Audio and video recording of performances. (Writing-intensive.) Open to first-year students with previous experience in oral interpretation. (Same as Theatre 240.) (Offered in alternate years.) Maximum enrollment, 20. Mason.

255F American Discourses. For full description, see Anthropology 255. Prerequisite, 101, or Anthropology 113, 114, or consent of instructor. Maximum enrollment, 40. Urciuoli.

[258S] Nonverbal Communication and Social Interaction. For full description, see Anthropology 258. (Next offered 1995-96.)

[260F] Communication in the Global Village. Study of intercultural and international communication practices. Investigation of roles and effects of cultural and national identities in contexts ranging from interpersonal to mass communication. Analysis of cases involving codified presumption, constricted perceptions, and circumscribed interpretations. (Writing-intensive.) (Offered in alternate years; next offered 1995-96.) Maximum enrollment, 20.

270F The Ethnography of Communication. For full description, see Anthropology 270. (Writing-intensive.) Prerequisite, 101, or Anthropology 113, 114, or 125, or consent of instructor. Maximum enrollment, 20. Urciuoli.

[292F] Media Form and Content. Study of the construction and evolution of broadcast messages and their applications. Analysis of advantages, limitations, restrictions, and transformations imposed by the media in conveying information and exerting influence. Review of ethical dimensions in both effective and questionable models of media campaigns. Role of audience attitudes and values in message creation. Laboratory application of electronic media to various communicative purposes. (Writing-intensive.) Open to sophomores, juniors, and seniors only. (Offered in alternate years.) Maximum enrollment, 20.

300S Communication Theory. Study of theoretical basis for analysis of human communication. Survey of major theorists. Examination of problematic concepts such as meaning, intent, and effectiveness. Construction of theoretical models. (Offered in alternate years.) Mason.

[315S] Writing Culture. For full description, see Anthropology 315.

[333S] Principles of Instructional Communication. Study of theoretical and practical elements of communication required for effective instruction. Strategic approaches to classroom interactions. Topics include self-concept, knowledge of others, Socratic discourse, ethics, and prerogatives. Experiential sessions. (Offered in alternate years.) Maximum enrollment, 18.

[341S] Organizational Communication. Survey, analysis, and application of current theory and research on communication in organizations. Study of the effect of communication on member satisfaction and productivity. Topics include communication structures, functions, and contexts in organizations. Development of diagnostic and evaluative instruments. As prerequisite, 101 or 230 recommended. (Offered in alternate years; next offered 1995-96.)

[375S] Seminar: Communication, Language, and Gender. Exploration of ways in which communicative and linguistic habits reflect societal values and stereotypical thinking in gender-related issues. Strategies and techniques for changing those habits that negatively affect the personal and professional development of women and men. (Offered in alternate years; next offered 1995-96.)

392S Questioning the Media: Criticism of Radio and Television Content. Advanced study of the interpretation and evaluation of media content. Critical issues and multiple perspectives. Topics include technology and culture, power and control, audiences and users, ethics and values, and information management. (Writing-intensive.) Prerequisite, 192 or 292, or consent of instructor. (Offered in alternate years.) Somer.

[394F] Communication Dynamics of Political Campaigns. Study of candidate-media-electorate interaction, with special attention to presidential campaigns. Analysis of issue development, message construction, audiences, and media roles. Development of critical criteria. (Writing-intensive.) (Next offered 1996-97.) Maximum enrollment, 20.

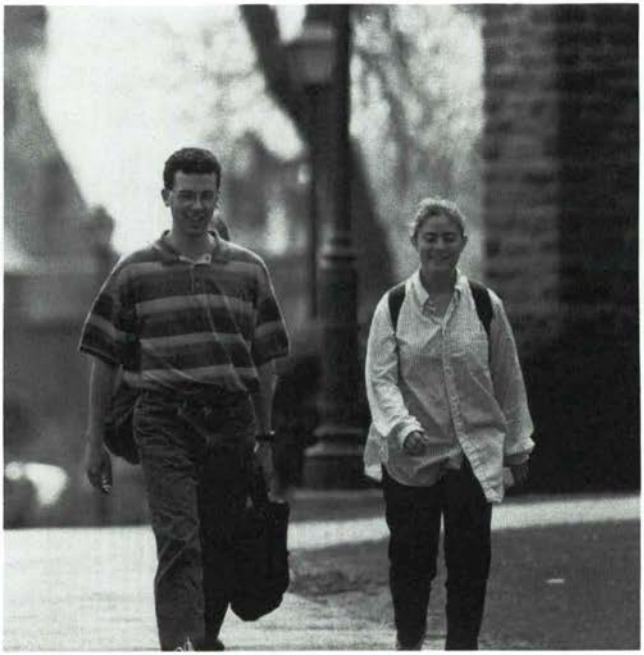
[495F] Seminar in Philosophy of Language: Words and Objects. For full description, see Philosophy 495.

Swahili

See Critical Languages.

Swedish

See Critical Languages.



Romance Languages and Literature

Jeremy T. Medina, *Chair*

The Department of Romance Languages and Literature offers programs of instruction and concentrations in French and in Spanish. The foreign language is used as much as possible in the introductory courses, while all upper-level classes are conducted entirely in the foreign idiom. Because modern language study is not an abstract learning exercise limited to the classroom, the Department strongly recommends study abroad and sponsors its own Junior Year in France and Academic Year in Spain programs.

French

Faculty
Patricia F. Cholakian
Rouben C. Cholakian
Françoise Davis
Martine Guyot-Bender (S)
Roberta L. Krueger
Cheryl A. Morgan
John C. O'Neal (F,S)

Special Appointment
Pascale Selini

A concentration in French consists of eight courses numbered 140 or higher chosen according to one of the three combinations listed below; at least four courses must be taken at Hamilton or in the Junior Year in France program. French 211 and 212 must be taken before the senior year. French 200 is strongly recommended but is not obligatory as a prerequisite for 211 and 212. Any history, civilization, or culture course offered by another department and concentrating specifically on France may satisfy the 250 requirement, but will not count as one of the eight concentration courses.

After 140 and in addition to 250 (or the equivalent), the student may choose one of three options:

1) 200, 211, 212, two 300-level courses, and one elective (two if 200 is waived);
2) 200, 211, either 304 or 306, either 308 or 310, and two electives (three if 200 is waived);
3) 200, 212, either 315 or 325, either 335 or 345, and two electives (three if 200 is waived).

Concentrators may not normally fulfill the requirements for the major through the election of a 200-level course during their senior year. All concentrators in French are required to: 1) enroll in a 300-level course in both the fall and the spring semesters of the senior year; 2) complete a substantial research paper in each of those courses; and 3) pass a proficiency examination early in the second semester of that year. A complete description of the Senior Program is available in Christian A. Johnson 202.

To attain honors in French, students must have an average of A – or better in all coursework in the Department, and must, during the spring semester of their senior year, complete a separate third course (550) with an average of A – or better on both the required paper and the oral defense.

A minor in French consists of five courses numbered 140 or higher, including at least one literature course and one course at the 300 level.

Hamilton College Junior Year in France

After a preliminary four-week orientation in Biarritz, students register at the Université de Paris III. In consultation with the Director, they select a program of four courses per semester from those offered at Paris III, or at other institutes such as the Institut d'Etudes Politiques, the Institut Catholique, and the Institut Britannique. In addition, a number of special courses taught by French professors are arranged by Hamilton in Paris.

The Université de Paris and the special institutes announce their courses at the beginning of each academic year. The Director makes specific course information available to students as soon as possible. A wide variety of courses in art history, economics, French language and literature, history, music, philosophy, political science, sociology, and theater are offered. Students are urged to take at least one semester of a language class, and are encouraged to select a balanced program of courses in different disciplines. A detailed description of selected courses offered in 1995-96 is contained in the program's catalogue.

All courses taken with the Hamilton College Junior Year count toward the graduation requirement. However, students with concentrations other than French must consult with the appropriate department before departure about transfer of credit for the concentration.

The Hamilton College Junior Year in France is for a full academic year. Since most university courses are annual courses, final evaluation occurs at the end of the second semester. In addition, the Department believes that far greater linguistic and cultural benefits are gained from an academic year in France, rather than from a semester. Concentrators and other serious language students are therefore encouraged to participate in the nine-month program.

110F First Term French. A thorough grounding in aural comprehension, speaking, reading, and writing. Four hours of class, with additional drill and laboratory work. Intended for beginners. Those who have previously studied French are required to take both 110 and 120 in order to earn credit; consult the instructor. Davis.

120F,S Second Term French. Further work in aural comprehension, speaking, reading, and writing. Four hours of class, with additional drill and laboratory work. Prerequisite, 110. Students placed in 120 should select 120F, which is a general review; 120S is a continuation of 110. R. Cholakian (Fall); Davis (Spring).

130F,S Third Term French. Review of grammar and syntax. Reading and vocabulary training. Oral practice. Three hours of class, with additional drill and laboratory work. Prerequisite, 120. Morgan and Selini (Fall); P. Cholakian (Spring).

140F,S Fourth Term French. Reading of selected texts, with outside reading. Practice in oral and written expression. Three hours of class, with additional drill and laboratory work. Prerequisite, 130. Guyot-Bender (Fall); Selini (Spring).

200F,S Advanced French. Designed for students who wish to acquire a better command of spoken and written French and to improve their reading skills. Written as well as oral exercises and conversation. (Writing-intensive.) Taught in French. Prerequisite, 140 or consent of instructor. Maximum enrollment, 20. Krueger (Fall); R. Cholakian (Spring).

211F Introduction to French Literature I. An introduction to textual analysis and study of developments in poetry, the novel, and the theater from 1800 to the present. Active in-class participation and written reports. Taught in French. French 200 is strongly recommended but is not obligatory as a prerequisite: consult the Department. Morgan.

212S Introduction to French Literature II. Study of representative genres from the Middle Ages to 1800. Special attention to problems and techniques of literary analysis. (Writing-intensive.) Taught in French. French 200 is strongly recommended but is not obligatory as a prerequisite: consult the Department. Maximum enrollment, 20. Krueger.

250F Contemporary France. A study of selected topics pertaining to present-day French society. Discussion, written and oral work. Taught in French. Prerequisite, 140 or consent of instructor. May be taken by students who have had a 300-level course, in which case extra work is required. P. Cholakian.

[260F] French Women, Then and Now. Selected readings of and about women from the *ancien régime* to the present, as well as women from the Third World Francophone cultures. Study of both literary and non-literary texts, including current

periodicals, tapes, and films. Taught in French with emphasis on class discussion, independent projects, oral and written reports, with a view to increasing proficiency in reading, writing, and speaking. Not open to seniors returning from a year of study in a French-speaking country. Prerequisite, 200 or consent of instructor. May be counted toward a major or minor in Women's Studies. (Next offered 1995-96.)

[275] Conversation and Phonetics. Oral practice to build active vocabulary through dialogues, discussions, and short oral reports. Study of French pronunciation and intonation, with training in the laboratory. General tendencies of spoken French, with concentration on special problems of Americans. Prerequisite, 200 or consent of instructor. Department consent required for those who have studied in a French-speaking country.

[280] Francophone Culture. An introduction to culture in French-speaking areas beyond the Hexagon: Africa, the Caribbean, Canada. Representative texts in different genres. Analyses, discussions, reports. Taught in French. French 200 recommended. Not open to students returning from a year or semester of study in France, except by consent of instructor.

285S Phonetics and Theater. Practice in pronunciation and intonation through the use of theatrical texts. Introduction to phonetic symbols, individual correction, and oral readings concluding in a public performance. Taught in French. Prerequisite, any 200-level course in French or consent of instructor. R. Cholakian.

295S Advanced Composition and Oral Practice. A practical course, conducted entirely in French, with emphasis on oral and written use of the language. Regular compositions and short oral reports. Particularly intended to prepare students for study abroad. (Writing-intensive.) Prerequisite, any 200-level course in French or consent of instructor. Departmental consent required for those who have studied in a French-speaking country. Maximum enrollment, 18. Davis.

304F Signs of War and Love in Medieval France. Examination of texts in which these two important themes conflict or are complementary. Some basic language instruction, readings, oral reports, and short essays. Taught in French. Prerequisite, any 200-level course in French or consent of instructor. R. Cholakian.

[306F] Renaissance Poetry. The poetic eye/I in the works of Villon, Scève, Labé, Du Guillet, Ronsard, du Bellay, d'Aubigne, and Sponde. Analyses, discussions, and recitations. Taught in French. Prerequisite, any 200-level course in French or consent of instructor.

308S The Golden Age of French Literature: Politics, Polemics, and Passion. Combines a close reading of the seventeenth century masterpieces that form the basis of French literary culture, with an analysis of the context in which they were produced. Authors include Corneille, Molière, Racine, Lafayette, and La Fontaine. Journal writing, oral reports on research topics, and critical essays required. Prerequisite, any 200-level course in French or consent of instructor. P. Cholakian.

[310S] The French Enlightenment. An examination of France's eighteenth century literature and the questions it raises about nature, sensibility, cultural relativism, genius, social organization, and morality. Readings include works by Prévost, Voltaire, Graffigny, Diderot, La Mettrie, Rousseau, and Laclos. Taught in French. Prerequisite, any 200-level course in French or consent of instructor.

315S Nineteenth Century French Literature: Figuring the Revolution. Study of ways in which the Revolution of 1789 can be said to "haunt" French letters during the first half of the nineteenth century. Special attention to the representations of revolutionary activity, gender, class, and race in texts by authors such as Staël, Chateaubriand, Duras, Hugo, Balzac, Girardin, Flaubert, Lamartine, and Michelet. Taught in French. Prerequisite, any 200-level course in French or consent of instructor. Morgan.

[325F] The Nineteenth Century Novel and Society. Analysis of the novel as commentary on and critique of socio-historical transformations. Special attention to

issues of class and gender. Authors include Balzac, Flaubert, Sand, and Zola. Taught in French. Prerequisite, any 200-level course in French or consent of instructor.

335F Forms of Escape in Early Twentieth Century French Literature. Study of the representation of the Other in narrative, theater, and poetry up until World War II. Topics include recollection, travel, exoticism, and the exploration of new literary forms. Authors include Colette, Proust, Gide, Michaux, Sarraute, Yourcenar, and the Surrealists. Course material includes films and paintings. Taught in French. Prerequisite, any 200-level course in French or consent of the instructor. Guyot-Bender.

[345S] War in Twentieth Century Literature. Exploration of various ways of writing about war, with an emphasis on novel and film. Textual analysis to examine notions such as commitment, parody, the writing of history, and the treatment of reality in modern fiction. Introduction to narrative technique and the theory of the novel. Authors include Cocteau, Duras, Leduc, Gracq, and Modiano. Taught in French. Prerequisite, any 200-level course in French or consent of instructor.

[370S] Fictions of Desire: The Rise and Fall of Romantic Love. Study of the origins and evolution of romantic love in French literature and critical theory from the Middle Ages to the present. Topics include courtly love, subjectivity, gender and class relationships, love and power, and the problem of desire. Authors include Andreas Capellanus, the troubadours, Marie de France, Mme de Lafayette, Laclos, Stendhal, Proust, and Duras. Taught in French. Prerequisite, any 200-level course in French or consent of instructor.

375S Special Topics: Contemporary French and Francophone Women Writers. Comparative study of selected texts written in French by women from West Africa, the Maghreb, the Caribbean, Canada, and France since 1960, with emphasis on the specific literary, historical, and cultural locations of each work. Focuses on issues of race, gender, class, and national identities as they pertain to the construction of text. Authors include Bâ, Beauvoir, Condé, Djebar, Duras, Ega, Ernaux, Hébert, Sebar, and Schwarz-Bart. Taught in French. Prerequisite, any 200-level French course in French or consent of instructor. Morgan.

550S Honors Project. Independent study program consisting of the preparation and oral defense of a paper, for students who qualify as candidates for departmental honors. Only students having an average of A- or better in courses counting toward the concentration at the end of the first semester of the senior year may qualify. In order to earn honors, other requirements must be fulfilled as outlined above. The Department.

French Literature in Translation

220S Arthurian Legend and the Problem of the Other. Study of the rise of chivalry and the evolution of King Arthur's legend in medieval French literature, with special focus on those whom the Round Table excludes: women, Saracens, peasants, the uncourtly, and "others." Consideration of socio-historical context, narrative strategies, and the role of the marvelous. Works and authors include Marie de France, Chrétien de Troyes, *The Romance of Silence,* and selections from the monumental *Lancelot-Grail* cycle, ending with the *Death of King Arthur.* Taught in English; no knowledge of French required. Krueger.

Spanish

Faculty
Cecelia B. Lawless
Olga López-Cotín
Jeremy T. Medina
Joan I. Molitoris
Susan Sánchez-Casal
Santiago Tejerina-Canal (FS)
Tamara R. Williams (FS)

Special Appointments
Louis G. Baskinger
Marjorie Zambrano Argüello

A concentration in Spanish consists of eight courses numbered 140 or higher, at least four of which must be taken at Hamilton or in the Hamilton College Academic Year in Spain program. These must include one course in civilization (either Spanish or Latin American) and an advanced course in each of the following: nineteenth or twentieth century Spanish literature, Latin American literature, and Cervantes' *Don Quijote.* In addition, at least one other course on the 300 (or 500) level must be taken. The Department strongly recommends that a student complete at least two 200-level courses before entering a course at the 300 level. Any history, civilization, or culture course offered by another department and concentrating specifically on Spain or Latin America may satisfy the civilization requirement but will not count as one of the eight concentration courses. Only one course in translation may be counted as one of the eight courses for the concentration or as one of five required for a minor. However, courses in translation may satisfy the advanced course and civilization requirements. Concentrators may not normally fulfill the requirements for the major through the election of 200-level courses during their senior year. Concentrators will be required to pass a language proficiency examination after the first semester of the senior year.

All concentrators in Spanish are required to complete the Senior Program sequence by: 1) participating in a 300-level course in both the fall and spring semesters. Honors students will take 550 in lieu of a 300-level offering in the spring. A substantial research paper must be written in one of these courses; 2) reviewing works on a list prepared in consultation with the Department, in preparation for: 3) a comprehensive examination taken at the end of the senior year. A complete description of the Senior Program is available in Christian A. Johnson 202.

Candidates for honors in Spanish are required to complete with distinction 550 (Honors Project) and to earn a B+ or better on the comprehensive examination.

A minor in Spanish consists of five courses numbered 140 or higher, including at least one literature course and one course (excluding courses in translation) at the 300 level.

Hamilton College Academic Year in Spain

The Academic Year in Spain was established in 1974 in order to offer the highest possible academic standards (i.e., distinguished professors, small classes, and the speaking of Spanish only), along with careful attention to the intellectual, cultural, and social needs of each student.

Directors-in-residence are drawn from Hamilton, Williams, and Swarthmore Colleges. The program is administered at Hamilton by a General Director and by the Programs Abroad Committee of the Department of Romance Languages. Also affiliated with the program are Amherst and Haverford Colleges.

All courses are taught entirely in Spanish and encompass a wide variety of linguistic and cultural areas, including advanced language, the art of translation, the history of Spanish art, cinema, analysis of poetic texts, Cervantes, contemporary theater, nineteenth and twentieth century narrative, contemporary Spanish and Latin American history, the economy of Spain, anthropology, sociology, contemporary Spanish politics, folklore and music, and the role of Spain within the current European context. The courses are given by members of the Facultad de Filosofía y Letras of the Universidad Complutense de Madrid or by other authorities in the field of letters, history, social science, or the arts. Language and civilization classes form part of a fall orientation program in the northern coast village of Comillas, while a similar arrangement for spring students takes place in the town of Nerja on the southern coast. Frequent group excursions to all parts of Spain serve to complement the rich academic and social opportunities of the capital city.

The program is open to sophomores, juniors, and first-semester seniors. Although it is in principle a full-year program, application may be made for either the fall or spring sessions. To be eligible, students must normally have completed at least one 200-level Spanish course and have a strong academic average.

110F First Term Spanish. Thorough grounding in aural comprehension, speaking, reading, and writing. Linguistically oriented and conducted according to the intensive oral method. Four hours of class, with additional drill and laboratory work. Medina.

115F Intensive Spanish I. Intensive training in all of the language skills and grammar. Designed for enthusiastic beginning students who wish to accelerate their learning of Spanish. Successful completion will normally place students into 130 or 135. Five hours of class, with additional three hours of laboratory work, drill, and activities with teaching assistants. Two credits. Zambrano.

120F,S Second Term Spanish. Further work in aural comprehension, speaking, reading, and writing. Four hours of class, with additional drill and laboratory work. Prerequisite, 110. Baskinger (Fall); Lawless (Spring).

130F,S Third Term Spanish. Intensive grammar review. Stress on oral practice and selected readings from modern Spanish texts. Three hours of class, with additional drill and laboratory work. Prerequisite, 120. Molitoris (Fall); Medina (Spring).

135S Intensive Spanish II. Intensive grammar review and further work in all the language skills through the reading of selected texts and intensive practice in oral and written expression. Designed for enthusiastic intermediate students who have passed 115 with success or 120 with distinction, and who wish to accelerate their learning of Spanish. Successful completion of the course will normally place students into 200. Two credits. Five hours of class and three hours of laboratory work, drill, and activities with teaching assistants. Zambrano.

140F,S Fourth Term Spanish. Reading of selected texts. Practice in oral and written expression. Three hours of class, with additional drill and laboratory work. Prerequisite, 130. López-Cotín (Fall); Sánchez-Casal (Spring).

150F Spanish for Native Speakers. A comprehensive, structural review of the Spanish language for bilingual students. Writing skills developed through topics in composition. Three hours of class, with additional drill work. Placement by departmental examination. (Offered in alternate years.) Maximum enrollment, 10. Sánchez-Casal.

200F,S Advanced Spanish. Designed for students who wish to acquire a better command of the language. Emphasis on conversation based on readings selected from Latin American or Spanish peninsular sources. (Writing-intensive.) Written compositions and exercises. Three hours of class and an additional conversation hour, with supplementary laboratory work. Taught in Spanish. Prerequisite, 140 or consent of instructor. Maximum enrollment, 20. Lawless (Fall); López-Cotín and Molitoris (Spring).

210S Introduction to Spanish Literature. Intensive study and analysis of selected modern works. Emphasis on student participation and on original application of critical methodology. Taught in Spanish. Prerequisite, 140 or consent of instructor. The Department.

220F Special Topics in the Spanish and Spanish American World. Topic for 1994-95: Spanish Culture and Art. Study of Spanish culture and history as reflected in the most significant expressions of painting, sculpture, and architecture. Attention to Moorish, Romanesque, Gothic, Renaissance, and Baroque styles, as well as to the works of El Greco, Velázquez, Goya, and Picasso. Taught in Spanish. Prerequisite, 140 or consent of instructor. Medina.

230S The Latino Experience. Examination of the Latino experience (historical, social, literary) through analysis of writers inextricably bound to the Latino experience in and with the United States. Focuses on questions of ethnic "difference" and the interactive forces of race, class, gender, and sexuality. Taught in Spanish. Prerequisite, 140 or consent of instructor. Sánchez-Casal.

[240] Latin American Civilization. An interdisciplinary study of Latin American histories, cultures, societies, and struggles, from the pre-Columbian period to present day as reflected in various cultural media, such as film, music, art, literature, and the essay. Study includes related and sometimes contradictory cultural theories and practices such as those of the new Latin American song, the Catholic Church, liberation theology, the women's movement, popular culture, and the pedagogy of the oppressed. Taught in Spanish. Prerequisite, 140 or consent of instructor.

[250] Spanish Civilization. A study of the culture of Spain, including history, painting, music, and the development of the modern Spanish character, with emphasis on contemporary social, political, and religious problems. Taught in Spanish. Prerequisite, 140 or consent of instructor. (Offered in alternate years.)

260F Introduction to Spanish American Literature. A panoramic view of the development of Spanish American literature, emphasizing representative works of each period or literary school. Introduction to basic skills for literary analysis. Taught in Spanish. Prerequisite, 140 or consent of instructor. (Offered in alternate years.) López-Cotín.

[270] The Art of Translation. Theoretical and practical study of the process of translation, both from Spanish to English and from English to Spanish. Reference to a wide variety of texts in order to introduce the student to the language of different levels of discourse. (Writing-intensive.) Taught in Spanish. Prerequisite, 140 or 150, or consent of instructor. Maximum enrollment, 20.

[285] Hispanic Cinematic Voices. Analysis of films from both Spain and Latin America from a comparative, semiotic vewpoint. Works by such directors as the Spaniards Almodovar, Saura, and Buñuel, and the Latin Amercians Guitérrez Alea, Babenco, and Echeverría seen outside of class. Includes discussion of the *telenovela,* the documentary, drama, and comedy genres. Taught in Spanish. Prerequisite, 140 or consent of instructor.

[300] Medieval Spanish Literature. An in-depth view of the beginning and early development of Spanish literature, emphasizing key works for an understanding of later Spanish and Spanish American literature: Jarchas, *El Poema de Mío Cid, Auto de los Reyes Magos, El Conde Lucanor, Libro de Buen Amor,* poetry of the *Romancero, Coplas por la Muerte de su Padre, Cárcel de Amor,* and *La Celestina.* Taught in Spanish. Prerequisite, any 200-level course in Spanish or consent of instructor. (Offered every third year.)

[305] Masterpieces of Golden Age Literature. Detailed study of some of the major works of the sixteenth and seventeenth centuries drawn from the narrative, dramatic, and poetic production of the Golden Age. Includes prose by Cervantes and the creators of the picaresque novel, plays of Lope de Vega and Calderón, and poetry of Garcilaso, Fray Luis de León, San Juan de la Cruz, Quevedo and Góngora. Taught in Spanish. Prerequisite, any 200-level course in Spanish or consent of instructor. (Offered every third year.)

[315] Modernismo. Analytical study of the first literary movement of Latin American origin to have a major impact on all Hispanic literature. Includes essay, prose fiction, poetry, and theater of such *modernista* writers as Rubén Darío (Nicaragua), Rodó and Herrera Reissig (Uruguay), Martí and Casal (Cuba), Gutiérrez Nájera, Amado Nervo and González Martínez (Mexico), Lugones and Larreta (Argentina), Valle-Inclán and the Machados (Spain), Asunción Silva (Colombia), Jaimes Freyre (Bolivia), and Santos Chocano (Peru). Taught in Spanish. Prerequisite, any 200-level course in Spanish or consent of instructor. (Offered every third year.)

[320] Contemporary Latin American Novel. Reading and discussion of the major works by the generation of writers known as the Latin American "boom": Borges, Rulfo, Cortázar, Fuentes, García Márquez, Vargas Llosa, and Carpentier. Consideration given to the political factors that form the ideological definitions of these writers. Taught in Spanish. Prerequisite, any 200-level course in Spanish or consent of instructor. (Offered every third year.)

[321] Contemporary Latin American Narrative in Translation. Reading and discussion of twentieth century narrative texts by representative Latin American authors. Includes works by Borges, Fuentes, García Márquez, Donoso, Vargas Llosa, and Allende. Consideration given to historical and political contexts that inform their writings. All texts and classwork in English. Prerequisite, one course in literature. (Offered every third year.)

324S Contemporary Latin American Cinema. An exploration of Latin American identity through film. Special attention to the issues of identity and nationalism, gender, race, ethnicity, and class. Includes films by Paul LeDuc (Mexico), Sara Gómez (Cuba), Jorge Sanjinés (Bolivia), and Valeria Sarmiento (Costa Rica). Taught in Spanish. Prerequisite, any 200-level course in Spanish or consent of instructor. López-Cotín.

[325] Twentieth Century Latin American Poetry. Study of representative works by twentieth century Latin American poets. Authors include Nicolás Guillén, Gabriela Mistral, Juana de Ibarbourou, Delmira Agustini, Vicente Huidobro, César Vallejo, Pablo Neruda, Octavio Paz, Ernesto Cardenal, and Raúl Zurita. Taught in Spanish. Prerequisite, any 200-level course in Spanish or consent of instructor. (Offered every third year.)

[330] Contemporary Spanish Novel. Critical reading and discussion of selected novels of Spain written from the Civil War to the present. Development of different trends in modern Spanish prose, with emphasis on the works of such authors as Cela, Laforet, Martín-Santos, Juan Goytisolo, Torrente Ballester, and Martín Gaite. Taught in Spanish. Prerequisite, any 200-level course in Spanish or consent of instructor. (Offered every third year.)

[335] Twentieth Century Spanish Theater. Study of the development of the theater in Spain through the twentieth century, with emphasis on a critical reading and discussion of works by Benavente, Arniches, Grau, Valle-Inclán, Buero Vallejo, García Lorca, Sastre, Muñiz, Arrabal, and Ruibal. Taught in Spanish. Prerequisite, any 200-level course in Spanish or consent of instructor.

[340] Latin American Women Writers. Study of the literature written by women in Latin America. Discussion of "women's" language and discourse, the relations between race, class, and gender, and some theoretical and critical aspects dealing with gender and writing. Authors include Ana Lydia Vega, Magali García Ramis, Sor Juana Inés de la Cruz, Elena Poniatowska, Luisa Valenzuela, Rosario Ferre, Aida Cartagena, and Ola Orozco. Taught in Spanish. Prerequisite, any 200-level course in Spanish or consent of instructor. (Offered every third year.)

[342] Translation: Latin American Women Writers. Works by Latin American women writers placed in critical dialogue with history, literary history, society, and the literary canon. Readings from feminist criticism. Authors include Sor Juana Inez de la Cruz, Nellie Cambobello, Rosario Castellanos, Amparo Dávila, Elena Poniatowska, Luisa Valenzuela, Sylvia Molloy, and Rosario Ferré. Taught in English. Prerequisite, one course in literature or consent of instructor. (Same as Comparative Literature 342 and Women's Studies 342.)

[345] Topics in Latin American Colonial Literature. An examination of texts from the period of the "discovery," conquest and colonization of Latin America, and of critical theory about this period. Special attention to the invention of America, oral vs. written traditions, the enactment and suppresson of identity, cultural hybridization and transculturation, narrative strategies, and the role of history and writing. Readings include works by Columbus, Cortés, las Casas, Castillo, Oviedo, and Sahagún, as well as works by the Inca Garcilaso de la Vega, Guaman Poma de Ayala, the Mayan book of prophecies of *Chilam Balam* and the *Popol Vuh*. Taught in Spanish. Prerequisite, any 200-level course in Spanish or consent of instructor.

350F The Realistic Novel. Analysis of the works of leading writers of the Realistic Movement in Spain. Special attention to Galdós, but including novels by Alarcón, Valera, Pardo Bazán, Clarín, and Blasco Ibáñez. Taught in Spanish. Prerequisite, any 200-level course in Spanish or consent of instructor. (Offered every third year.) The Department.

[360] The Generations of 1898 and 1927. Study of the Generation of 1898 and the poets of the Generation of 1927, including Jiménez, Antonio Machado, Baroja, Unamuno, Azorín, Benavente, Salinas, Guillén, García Lorca, and Alberti. Ideas, trends, and new concepts of Spanish literature in the twentieth century. Taught in Spanish. Prerequisite, any 200-level course in Spanish or consent of instructor. (Offered every third year.)

370F Special Topics in Spanish Literature. Topic for 1994-95: the Latin American Short Story. Analysis of short stories from the "fantastic" genre focusing on its transformation in Latin American literature and on gender/genre issues. Authors include Rulfo, Cortázar, Borges, Amparo Dávila, García Marquez, and Reinaldo Arenas. Taught in Spanish. Prerequisite, any 200-level course in Spanish or consent of instructor. Sánchez-Casal.

[372] Spanish Women Writers. Study of literature written by women writers of post-Franco Spain. The "foundational fictions" of earlier women authors Santa Teresa, Emilia Pardo Bazán, and Gertrudis Avellaneda read to acquire an initial understanding of issues of class, sexuality, race, and politics, followed by discussion of such twentieth century writers as Carmen Martín Gaite, Esther Tusquets, and Ana Moix. Taught in Spanish. Prerequisite, any 200-level course in Spanish or consent of instructor. (Same as Women Studies 372.)

373S Translation: Literature of Homelessness and Exile. Comparative study of Latin American and Spanish texts written by exiled or "displaced" authors. Examination of the physical realities and metaphysical implications for writers who have lost their home place. Texts include those of exiles from the Francoist regime in Spain and from the dictatorships of Argentina, Uruguay, and Guatemala. Socio-political, feminist analysis of works by Peri Rossi, Cortázar, Menchú, and Arrabal. Taught in English. Prerequisite, one course in literature or consent of instructor. (Same as Comparative Literature 373.) Lawless.

380S Cervantes' *Don Quijote.* Careful analysis of the style, characterization, theme, and structure of Spain's greatest literary masterpiece, and the study of the work's relationship to the major social and intellectual currents of the seventeenth century. Taught in Spanish. Prerequisite, any 200-level course in Spanish or consent of instructor. (Offered every third year.) Medina.

[381] Cervantes' *Don Quijote* in Translation. For description, see Spanish 380. Taught in English. Prerequisite, one course in literature or consent of instructor.

550S Honors Project. Independent study program consisting of the preparation and oral defense of a paper, for students who qualify as candidates for departmental honors. Only students having an average of at least 88 in courses counting toward the concentration at the end of the first semester of the senior year may qualify. In order to earn honors, other requirements must be fulfilled as outlined above. The Department.

Russian

See German and Russian Languages and Literatures.

Russian Studies

Russian Studies is an interdisciplinary program focusing on the culture, historical development, society, and politics of Russia. The concentration in Russian Studies consists of nine courses: the core courses Russian 300 and 330, and Russian Studies 221 and 222; four other courses from the list below; and the Senior Project (550), which must include use of Russian language sources and be undertaken under the guidance of the members of the Russian Studies Committee. Completion of the Senior Project requires registration in 550. A copy of the description of the Senior Program is available in Christian A. Johnson 208. Study in Russia can be counted toward the concentration. Honors will be determined by excellence in coursework and the Senior Project. A minor in Russian Studies consists of Russian 220 and 300, and two other Russian Studies courses.

The program in Russian Studies is administered by a faculty committee consisting of Professors John Bartle (Russian), Franklin Sciacca (Chair) (Russian), and Kathleen Smith (Government).

100F Introduction to Russia: Unraveling the "Riddle Wrapped in a Mystery Inside an Enigma." A team-taught introduction to the civilization of Russia through an examination of its historical and political department, and its major social and cultural institutions. Study of principal achievements in the arts, literature, and film. No knowledge of Russian required. Maximum enrollment, 40. Bartle (Moderator).

170F Book Banning in Russia and America: A Cross-Cultural Inquiry into the Nature of Censorship. Examination of censorship and book banning in twentieth century America and Russia. Topics include blasphemy, pornography/obscenity, political persecution of writers, the free speech movement, and "political correctness." Close critical reading and examination of exemplary texts, artworks, and films. No knowledge of Russian required. Maximum enrollment, 40. Sciacca.

[188S] Voices from Beyond the Fourth Wall: Nineteenth and Twentieth Century Russian and East European Theater. Extensive survey of the plays, stagecraft and central figures in Slavic theater over the past two centuries. Readings by Gogol, Chekhov, Mayakovsky, Capek, Mrozek, Havel, and others. Examination of experimental and innovative techniques on the stage (Meyerhold and Stanislavsky) and on the screen (Eisenstein). No knowledge of Russian required. (Next offered 1995-96.)

[213F] Post-Soviet Politics. For full description, see Government 213.

221F Imperial Russia. For full description, see History 221. Prerequisite, one 100-level history course. Maximum enrollment, 40. Coe.

222S The Soviet Union. For full description, see History 222. Prerequisite, one 100-level history course. Maximum enrollment, 40. Coe.

225S Madness, Murder, and Mayhem: Nineteenth Century Russian Literature. Readings of representative works with emphasis on major literary movements, cultural history, and the development of new genres. Primary texts by Pushkin, Gogol, Turgenov, Dostoyevski, Tolstoy, and Chekov, as well as some critical materials. (Writing-intensive.) No knowledge of Russian required. (Same as Comparative Literature 225.) Maximum enrollment, 20. Bartle.

[226S] Revolution, Revelation, and Revenge: Twentieth Century Russian Literature. Close analysis of significant examples of major literary and artistic movements of the first half of this century: Decadence, Symbolism, Cubo-Futurism, Rayonism, Suprematism, Constructivism, and Socialist Realism. Impact of the Russian Revolution on the artistic imagination, with emphasis on the recurring theme of the fate of the individual in a mass society. No knowledge of Russian required. (Same as Comparative Literature 226.) (Next offered 1995-96.)

298S Russian Fairy Tales, Myths, and Legends. An introduction to the folk literature and rituals of the East Slavic peoples. Emphasis on Slavic mythology, *byliny* (epic poetry), *skazki* (folktales), and "calendar" songs; traditions of the Russian Orthodox Church; puppetry, witchcraft rituals, and masking traditions. No knowledge of Russian required. Maximum enrollment, 40. Sciacca.

314S Transformations in East European Politics. For full description, see Government 314. (Writing-intensive.) Prerequisite, Government 112 or consent of instructor. Maximum enrollment, 20. Smith.

345F Studies in Russian History. For full description, see History 345. (Writing-intensive.) Prerequisite, History 221 or 222, or consent of instructor. Maximum enrollment, 20. Coe.

550S Senior Project. Independent work consisting of the preparation and presentation of a research paper, translation, or other project designed by the student. Requires research using Russian-language sources. Supervised by a member of the Russian Studies Committee. Open to senior concentrators only. The Program.

Russian

220	**Intermediate Russian II**
300	**Advanced Russian I: Russian Press and Television**
330	**Advanced Russian II: Readings in Russian Literature**
400	**Seminar in Russian Language for Research**

Sociology

Faculty

Daniel F. Chambliss, *Chair*
Gwendolyn A. Dordick
Dennis Gilbert
Paula C. Rust

A concentration in Sociology consists of 101 or 110, 301, 302, and five additional courses including 550 (Senior Project). Concentrators are encouraged to take a course in modern European history prior to the junior year. Statistics is recommended for students considering graduate study. A Senior Project (550) is required for the concentration. A complete description of the Senior Project is available in Kirner-Johnson 136. An oral examination based on a distinguished Senior Project is required of candidates for honors. A minor in Sociology consists of 101, 301 or 302, and three additional courses.

101S Introductory Sociology. Sociological perspective on human behavior. Classic and contemporary sociological concepts that further an understanding of the structure, process, stability, and change of social life. Not open to juniors and seniors except by permission of the Department. Maximum enrollment, 40. Chambliss.

110F American Society. An introduction to sociological concepts and methods of analysis through the study of selected aspects of American society. Topics include social class, gender, sexuality, race and ethnicity, sports, medicine, crime and deviance, and popular culture. Not open to students who have taken 101. Maximum enrollment in each section, 40. The Department.

204S Social Class in American Society. Consequences of inequalities in wealth, income, power, and prestige. Social mobility, poverty, class differences in values and life styles, social class, and politics. Gilbert.

220S The Sociology of Addiction. The concept of addiction and the nature of addictive behavior. Examination of traditional addictions, e.g., alcohol, tobacco, and other drug addictions, as well as the controversy surrounding the recent expansion of the concept into the areas of "love" and "sex" addiction. Implications for detection and treatment. Racial, gender, and class differences in the incidence and form of addictive behavior. Prerequisite, 101 or 110, or consent of instructor. Rust.

225F Latin American Society. Social change in Latin America. Topics include class structure, kinship, gender, population trends, development strategies, popular culture, religion, and revolutionary movements. Gilbert.

230F Urban Sociology. An introduction to various aspects of the sociology of the American city. Unique qualities of the city as social form. Specific topics include suburbanization and gentrification, the new immigration, race and ethnic relations, and urban poverty and problems. Maximum enrollment, 40. Dordick.

240S Self in Society. An intermediate-level course in phenomenological social psychology. Emphasis on the nature of the self, the life world as experienced, the taken-for-granted nature of social life, roles and bad faith, and the routinization of everyday life. Personal applications possible in journal and papers. Prerequisite, one course in Sociology or Psychology. Maximum enrollment, 50. Chambliss.

242S The Social Consequences of Psychosexual Diversity. Examination of transsexualism, transvestism, lesbianism, male homosexuality, and the social reaction to psychosexual diversity in the contemporary United States. Topics include life-styles and subcultures, identity change, sociopolitical movements, and scientific perspectives. Critical examination of sociological literature on stereotypes and deviance. Guest speakers, films, and class discussion augment lecture. Prerequisite, 101 or consent of instructor. Maximum enrollment, 40. Rust.

[251F] Survey of Social Psychology. A review of the classic work in the field and a broader "liberal arts" view of social psychology. Includes such authors as Nietzsche, Freud, and Sartre. A more philosophic, less scientific, view of social psychology. Prerequisite, one course in Sociology or Psychology. (Next offered 1995-96.)

[272S] Sociology of Poverty. Distribution and character of poverty in the United States. Ethnographic descriptions of impoverished populations, including urban ghetto dwellers, migrant farm workers, and the aging. Malnutrition, health care, unemployment, and other special problems of the poor. Competing explanations of persistent poverty in an affluent society. The welfare system and other relevant policy topics. Includes internship, one-half day per week in poverty agency.

301S Sociological Theory. Examination of classic and contemporary sociological concepts and perspectives. Emphasizes historical origins and development of the sociological discipline. (Writing-intensive.) Prerequisite, 101 or consent of instructor. Maximum enrollment, 20. Gilbert.

302F Research Methods. Formulation of a research problem, choice of an appropriate research strategy, execution of that strategy, and interpretation of the results. Both qualitative and quantitative methods presented, with emphasis on the quantitative, including measurement of variables and use of statistical techniques to test hypotheses. Prerequisite, concentration in a social science discipline or consent of instructor. Rust.

[307F] Sociology of Formal Organizations. Analysis of large-scale organizations. Topics include bureaucratic structure, power, technology, change, anarchy, and interaction between organizations and their environments. Prerequisite, 101 or consent of instructor. Maximum enrollment, 40.

312S Field Methods. An introduction to methods for studying social worlds in their natural contexts. Methods of fieldwork, including observation, various kinds of participation and informal interviewing. Emphasizes practice—getting out in the field, writing up field notes, and analyzing data. Open to juniors and seniors only. (Writing-intensive.) Maximum enrollment, 20. Dordick.

315S Seminar on Poverty and Homelessness. Critical examination of both current and seminal readings in the area of poverty and homelessness. Development of research projects including historical considerations of poverty and homelessness, topics such as welfare, health care, race, ethnic and gender issues, and the theoretical and political debates concerning America's poor and homeless. Prerequisite, a concentration in a social science or consent of instructor. Open to juniors and seniors only. Maximum enrollment, 20. Dordick.

360S Seminar on Mexico. Political upheaval and long-term processes of social change in Mexico. Topics include the formation of Mexican society, class structure, poverty, population trends, ethnic conflict, religion, popular culture, elite politics, mass mobilization, and development strategies and their social impacts. (Writing-intensive.) Maximum enrollment, 12. Gilbert.

371F Seminar in Women's Sexuality. Cross-cultural and historical examination of women's sexuality and the social factors that influence and define women's sexuality. Special attention to sexual diversity as it relates to racial/ethnic and class differences. Topics include sexual coercion, prostitution, pornography, sexual orientation, reproduction, and health care. Prerequisite, 101 or 110, Women' Studies 101 (or another course in Women's Studies with consent of instructor), and one upper-level course in Sociology, Women's Studies, or Philosophy, and consent of instructor. Maximum enrollment, 15. Rust.

549F Senior Seminar. An optional course for concentrators preparing to write a thesis. Includes exploration of the range of sociological topics, lectures by departmental faculty on research areas and techniques, and workshops on bibliographic methods, site selection and access, and writing of research results. Culminates in presentation of a detailed thesis proposal. (Writing-intensive.) Open to senior concentrators only. Chambliss.

550F,S Senior Project. Investigation of a sociological topic resulting in a thesis or several shorter papers on various topics. Open to seniors only. Chambliss.

Spanish

See Romance Languages and Literature.

Theatre and Dance

Carole Bellini-Sharp, *Chair*

Theatre

Faculty
Carole Bellini-Sharp
Adrian Giurgea
Gerald Large

Special Appointment
William Burd

A concentration in Theatre consists of the following: for acting, 101, 102, 105, 201, 202, 210, 301 or 350, 307 and 308, and 550 or 560; for directing, 101, 102, 105, 201, 202, 303, 307, 308, 350, and 550 or 560. Students are encouraged to elect additional courses in dramatic literature, art, music, and dance. The Senior Program requirement in Theatre may be fulfilled through a satisfactory completion of one of the following options: a Senior Thesis (550), which may be a research paper or the composition of a play; or Senior Performance/Production (560), which may be an acting showcase, the directing of a play or scene, or designing for a departmental production. No student who has completed the requirements and maintained an 85 average in Theatre courses will be prohibited from selecting a performance/production as the Senior Project. Students falling below the 85 average will be required to take the research option, or to register for an independent study prior to the project as preparation for the project. A complete description of the Senior Program in Theatre is available in List 126.

Departmental honors may be earned through outstanding achievement in coursework, a history of distinguished contribution to the Theatre program, and excellence in the performance, composition, or production component of the Senior Program, as judged by the Department. A Theatre minor may be acquired in acting (101, 201, 202, 307, and 308) or design/production (105, 212, 215, 307, and 308).

101F Introductory Acting. Basic elements of the actor's craft: movement, voice, senses, imagination, and characterization. Focuses on sensitivity, improvisation, and stage action. Not open to juniors and seniors except with permission of the Department. Maximum enrollment in each section, 16. The Department.

102S Introductory Acting Workshop. Scenes, situations, circumstances, and stage actions. Modern and contemporary scene studies. Prerequisite, 101. Maximum enrollment, 16. Large.

105S Stagecraft. Fundamentals of scenery construction, rigging, scene painting, stage lighting, costume construction, properties, and sound for the theatre. Three hours of class and six hours of laboratory. Maximum enrollment, 12. Burd.

110F Introduction to Theatre and Drama. A study of theatre and drama from the Greeks to the present, focusing on the plays, productions, and events that represent significant developments in the art of theatre. Readings and discussions of plays, selected short readings in theory, history, and criticism, and attendance at local performances. Consideration of the issues of texts, production, performance, meaning, context, and style. No previous knowledge of theatre required. Not open to seniors. (Offered in alternate years.) Giurgea.

141F, 142S Production. The study of theatre through participation (performance and/or technical work) in a faculty-directed production. One-half credit. Bellini-Sharp (Fall); Giurgea (Spring).

201F Intermediate Acting. Exploration of physical, vocal, emotional, and creative resources. Textual study, improvisation, and performance. Prerequisite, 101 or consent of instructor. Maximum enrollment, 16. Bellini-Sharp.

202S Intermediate Acting Workshop. Scene and monologue work, textual analysis, and characterization. Focuses on Shakespearean and modern texts. Prerequisite, 201 or consent of instructor. Maximum enrollment, 16. Bellini-Sharp.

210S The Expressive Voice. Techniques for increased awareness of and skill with voice and speech production, enabling students to realize natural vocal potential and improved communication. Application for conversation, public speaking, singing, and acting. (Same as Rhetoric and Communication 210.) Maximum enrollment, 18. Bellini-Sharp.

212F Scene Design. A lecture/laboratory course in the design of scenery for the stage. Study of principles of composition, materials, and fundamentals of drafting and rendering, eventuating in practical scenic designs with floor plans, elevations, sections, and models. Prerequisite, 105. (Offered every third year.) Burd.

[213F] Lighting Design. A lecture/laboratory course in lighting for the stage. Study of principles of composition, graphic notation, electrical practice and its control, eventuating in practical lighting designs with plots, sections, and control charts. Prerequisite, 105. (Offered every third year; next offered 1995-96.)

[215F] Scene Painting. Study of the art and craft of painting for the theatre. Research into period designs and execution of examples of a variety of styles. (Offered every third year; next offered 1996-97.)

240F The Oral Tradition: From Tales to Texts. For full description, see Rhetoric and Communication 240. (Writing-intensive.) Open to first-year students with previous experience in oral interpretation. (Offered in alternate years.) Maximum enrollment, 20. Mason.

[245F] Modern Drama and Theatre. Exploration of the literary and theatrical dimensions of plays by major nineteenth and twentieth century dramatists. Readings include works by Büchner, Ibsen, Strindberg, Chekhov, Brecht, Beckett, and others. (Writing-intensive.) Prerequisite, one course in literature or theatre, or consent of instructor. Maximum enrollment, 20.

[255S] Asian Theatre. A study of various theatrical, literary, historical, and cultural dimensions of Asian theatre and drama, past and present. No previous knowledge of theatre required. (Next offered 1995-96.)

260S Asian Theatre and its Western Progeny. A non-performance course examining various theatrical, literary, historical, and cultural dimensions of primarily Chinese and Japanese theatre, and the way these theatres influenced the artistic developments of Western playwrights (Brecht and Yeats), directors (Meyerhold, Artaud), theatres, and theatrical styles and movements, as well as aesthetics. No previous knowledge of theatre required. Large.

300F,S The Study of the Theatre through Production and Performance. Performing a large, major role, stage management, or design of scenery, lighting, or costumes for a faculty-directed production. Prerequisite, invitation of the Department. The Department.

[301S] Advanced Acting. Techniques and styles in Asian theatre and drama as used in Western classical drama. Emphasis on individual acting problems. Scene study, characterization, and styles. Prerequisite, 202 or consent of the Department. (Offered in alternate years; next offered 1995-96.)

[303F] Directing. Fundamentals of play direction and script analysis; study of selected directors and directorial problems; the direction of exercise scenes and a final scene or short one-act. Prerequisite, two semesters of acting and two other courses in theatre and dramatic literature, or consent of the Department. (Offered in alternate years; next offered 1995-96.)

307F History of the Western Theatre I. Against a background of social and intellectual movements, a study of design, architecture, costume, acting, and dramatic

literature that distinguish periods in the history of the theatre that have exerted the most influence on the Western theatre of the twentieth century. Focuses on the theatres of classical antiquity through the Baroque and Rococo periods. Prerequisite, 110, or one course in literature, theatre, or history, or consent of instructor. (Offered in alternate years.) Bellini-Sharp.

308S History of the Western Theatre II. Same as 307, but with focus on the theatres of the nineteenth and twentieth centuries. Prerequisite, 110, or one course in literature, theatre, or history, or consent of instructor. (Offered in alternate years.) Giurgea.

350F Advanced Performance and Direction. The formation of a company of actors and directors, using learned skills and techniques to create a repertory. Creative and rehearsal processes emphasized. Public presentations. Prerequisite, 301 or 303, or consent of the Department. Giurgea.

550F,S Senior Thesis. A project resulting in either a research paper or the composition of a play. Open to senior concentrators only. The Department.

560F,S Senior Performance/Production. An acting showcase, the directing of a play or scene, costume, set, and/or lighting design for a departmental production. Open to senior concentrators only. The Department.

Dance

Faculty
Elaine Heekin (S)
Leslie Norton
Bruce Walczyk (S)

Special Appointment
Richard Lloyd

A concentration in Dance consists of 201, 203, 205, 305, 307, 550 or 560, and three semesters of Intermediate (211, 212) or Advanced Dance (311, 312). The Senior Program in Dance may be fulfilled through satisfactory completion of one of the following options: a Senior Thesis (550), which may be a research paper or a field study in movement behavior and its analysis/notation, or Senior Performance/Choreography (560), which may be a performance of dance works, the choreography of dance works, or both. No student who has completed the requirements and maintained an 85 average in Dance courses will be prohibited from selecting the Performance/Choreography option as the Senior Project. Students falling below the 85 average will be required to register for an independent study as preparation for the project. A complete description of the Senior Program in Dance is available in List 126.

Departmental honors may be earned through outstanding achievement in coursework, a history of distinguished contribution to the Dance program, and excellence in the performance, composition, research, or production component of the Senior Program, as judged by the Department. A minor in Dance consists of five courses selected from 201, 203, 205, 305, and 307, and two semesters of Intermediate Dance (211, 212) or Advanced Dance (311, 312). Those who do not complete 201 for the minor must attend the weekly lectures of 101.

101F Introduction to Dance. An overview of dance as a performing art and as an academic pursuit. Classes in ballet, modern, contemporary, African, and martial-arts technique. Lectures and discussions. Placement in dance technique classes according to present level of accomplishment. Maximum enrollment, 60. The Department.

112S Elementary Dance. Fundamentals of ballet, modern, contemporary, African, and martial arts, incorporating technique, theory, and criticism. Prerequisite, 101 or consent of the Department. Maximum enrollment, 20. The Department.

141F, 142S Performance. The study of dance through performance of a role in a mainstage dance concert. One-quarter credit per semester. Prerequisite, invitation of the Department. The Department.

[201S] History of Dance. Study of the theatrical, social, and theoretical aspects of dance from pre-historic times through the twentieth century. Lectures, discussions, and films. No previous dance training required. (Writing-intensive.) Maximum enrollment, 20. (Next offered 1995-96.)

[203S] Movement Analysis. Observing, analyzing, and recording movement using Laban's principles. Emphasis on cultural and aesthetic concepts of movement as a system of communication. Investigation of alignment techniques, movement behavior, and kinesiological principles. No dance training required. (Offered in alternate years; next offered 1996-97.) Maximum enrollment, 20.

[205S] Kinesiology. A study of the anatomical and physiological aspects of human motion and use of biomechanical principles to improve performance in motor skills. Lectures, discussions, practical application of movement concepts. No previous dance training required. (Offered in alternate years; next offered 1995-96.) Maximum enrollment, 40.

211F, 212S Intermediate Dance. Continuation of study of ballet, modern, contemporary, African, and martial arts, incorporating technique, theory, and criticism. Prerequisite, 112 or consent of the Department. Maximum enrollment, 15. The Department.

305F Composition I. A study of the elements of choreography, emphasizing personal development in movement invention, rhythm, dynamics, and design. The use of improvisation, music, and technical theatre introduced. Prerequisite, 211 or equivalent, or consent of the Department. (Offered in alternate years.) Maximum enrollment, 12. Heekin and Walczyk.

[307F] Composition II. The application of fundamentals from 305 to more complex choreographic work, emphasizing group structure. Exploration and analysis of other art forms as related to dance composition. Prerequisite, 305 or consent of the Department. (Offered in alternate years; next offered 1995-96.)

311F, 312S Advanced Dance. The study of ballet, modern, contemporary, African, and martial arts, emphasizing style and performance techniques and incorporating theory and criticism. Participation in workshops and concerts or research project required. May be repeated for credit. Prerequisite, consent of the Department. Maximum enrollment, 15. The Department.

550F,S Senior Thesis. A research paper or a field study in movement behavior and its analysis/notation. Open to senior concentrators only. The Department.

560F,S Senior Performance/Choreography. A performance of dance works, the choreography of dance works, or both. Open to senior concentrators only. The Department.

Women's Studies

Faculty
Margaret Gentry, *Program Director*
Chandra Talpade Mohanty (F)
Maria Luisa Molina

The concentration in Women's Studies consists of nine courses in Women's Studies, including 101, 220, 301, 401, and 550. With the approval of the concentrator's advisor, up to two courses from the list of related courses found at the end of this section may be counted toward the four remaining courses required for the concentration. In drawing up their plan of study, concentrators should take into account issues of class, race, ethnicity, and sexual identity.

The Senior Program (550) is an interdisciplinary project culminating in a thesis or performance. Students who have an average of 88 in the concentration may receive honors through distinguished work in 550. A complete description of the Senior Program is available from the Program Director. A minor in Women's Studies consists of 101, 220, 301, and two other courses.

Students interested in the program should consult with the Program Director, Professor Gentry, or with one of the other members of the Committee, which for 1994-95 includes Allison Dorsey-Ward (History), Jinnie Garrett (Biology), Barbara Gold (Classics), Shelley Haley (Classics), Lydia Hamessley (Music), Esther Kanipe (History), Cecelia Lawless (Spanish), Amie Macdonald (Philosophy), Chandra Talpade Mohanty, Nancy Sorkin Rabinowitz (Comparative Literature), and Susan Sánchez-Casal (Spanish).

101F,S Introduction to Women's Studies. An interdisciplinary investigation of past and present views of women and of their roles, treatment, and experiences in institutions and areas such as the family, the state, the work force, language, and sexuality. The diversity of women's experiences across class, ethnic, sexual, and national lines introduced, and theories of feminism and of women's studies discussed. (Writing-intensive.) Maximum enrollment, 20. Gentry and Haley (Fall); Gentry and Mohanty (Spring).

[208S] Women in Music. For full description, see Music 208.

209S Philosophy and Feminism. For full description, see Philosophy 209. (Writing-intensive.) Open to sophomores, juniors, and seniors only. Maximum enrollment, 20. Macdonald.

220F Race, Gender, Class, and Nation. Introduction to issues in the social, cultural, and historical construction and expression of gender, racial, and class formations within "national" and international contexts. Topics include the political economy of race, class, and gender; ideologies of masculinity/femininity, black/white, straight/gay, etc.; racism, sexism, and violence against women; domesticity and ideologies of women's work; the gendered workings of contemporary imperialism; the making of post-colonial states; constructions of nationalism and feminism's relationship to nationalism; and questions of resistance and accommodation. Maximum enrollment, 40. Molina.

222F Psychology of Gender. A survey of the behavior of women and men as examined from a variety of psychological and feminist perspectives, including psychoanalytical, biological, historical/cultural, developmental, and social psychological. Specialized topics related to gender, such as gender roles in the family and work force, aggression, cognitive abilities, sexuality, and power. (Writing-intensive.) Prerequisite, a course in Women's Studies and Psychology 101. (Same as Psychology 222.) Maximum enrollment, 20. Gentry.

[251F] Women Writers of the Middle Ages and the Renaissance. For full description, see Comparative Literature 251.

[285F] Gender and Science. Exploration of the intersections of gender and science, including women as scientists, women as subjects of science, and the influence of assumptions about gender on scientific theories. Prerequisite, 101, or one course in science or mathematics, or one course in Philosophy. Open to sophomores, juniors, and seniors only. Maximum enrollment, 40.

301S Feminist Methodological Perspectives. An interdisciplinary exploration of feminist methods of social analysis. Emphasis on how feminist inquiry has (or has not) transformed how we think about and study gender in the sciences, social sciences, arts, and humanities. Prerequisite, 101 or consent of instructor. Maximum enrollment, 12. Gentry.

308S Chicana Feminism. An examination of the field of Chicana feminism in the context of other "feminisms" in the U.S. and Latin America. Explores the influence of the Catholic Church, the process of *mestizaje*, the creation of physical, political, emotional, and spiritual borderlands, and the dynamics of gender, race, and sexuality on the formation of Chicana identity and feminist thought. (Writing-intensive.) Prerequisite, one course in Women's Studies. Maximum enrollment, 20. Molina.

310S African-American Women's History. For full description, see History 310. (Writing-intensive.) Prerequisite, History 203 or 204, or consent of instructor. Maximum enrollment, 20. Dorsey-Ward.

315S Seminar in Queer Studies. An examination of the construction of people's sexuality, sexual identity, and the creation of culture and communities within this context. Focuses on some of the communities that traditionally have been marginalized even within this field of study: people of color, people with disabilities, and working class people. Prerequisite, one course in Women's Studies. Maximum enrollment, 12. Molina.

340S Women in Antiquity. For full description, see Classical Studies 340. (Writing-intensive.) Maximum enrollment, 20. Gold.

[342S] Translation: Latin American Women Writers. For full description, see Spanish 342.

[344F] Studies in Women's History. For full description, see History 344.

352S Women and the American Social Reform Tradition. For full description, see History 352. (Writing-intensive.) Prerequisite, History 251 or 253, or consent of instructor. Maximum enrollment, 20. Isserman.

371F Seminar in Women's Sexuality. For full description, see Sociology 371. Prerequisite, 101 (or another course in Women's Studies with consent of instructor), and Sociology 101 or 110, and one upper-level course in Women's Studies, Philosophy, or Sociology. Maximum enrollment, 15. Rust.

[372F] Spanish Women Writers. For full description, see Spanish 372.

380F Seminar: Nurturance and Violence. An interdisciplinary seminar examining women's experiences of nurturance and violence from social, biological, and feminist perspectives. Topics focus on nurturance and violence in family relationships, mothering, reproductive technology, war, and sexuality. Prerequisite, 101 or consent of instructor. Maximum enrollment, 12. Gentry.

385S Seminar on Theory and Politics of Education. The role of the educational system in the construction and reproduction of gender, class, and racial inequality. Topics include the control and governance of schools, the construction of educational goals and curricula, classroom practice and social structure, ideology and the cultural transmission of knowledge, multiculturalism vs. anti-racist education, feminist pedagogy, and the formation of communities of resistance in the academy. Prerequisite, consent of instructor. Maximum enrollment, 12. Mohanty.

[390S] Topics in Feminist Critical Theory. For full description, see Comparative Literature 390.

[391S] Practical Feminist Criticism: Across Gender/Sex/Race. For full description, see Comparative Literature 391.

401S Feminist Theory. For full description, see Comparative Literature 401. (Writing-intensive.) Prerequisite, 101 and either one other course in Women's Studies or Comparative Literature, or consent of instructor. Maximum enrollment, 20. N. Rabinowitz.

[402F] Third World Feminisms. Exploration of particular issues in feminist theory vis-a-vis challenges posed by women of color in the United States (African-American, Latina, Asian American, and Native American), and women from "Third World" countries. Topics include the relationship of feminism and nationalism, feminist political movements, and questions of power, representation, and ideology. Prerequisite, a course in cross-cultural women's studies or consent of instructor. Maximum enrollment, 12. (Next offered 1995-96.)

550F,S Senior Program. An interdisciplinary project, to be approved by the Committee. Limited to senior concentrators. Mohanty.

Related Courses Offered in Other Disciplines

For complete information about the courses listed below, including prerequisites, enrollment limits, and when a course is offered, consult the full descriptions under the appropriate departments and programs.

Anthropology

254 **Gender Roles in Comparative Perspective**

Art

250 **Women in Art**

Biology

120 **Female Biology**

Comparative Literature

224 **Modern Japanese and Chinese Women Writers**

Economics

315 **Economics of Gender and Work**

English

265 **Women and Revenge in Renaissance Drama**
350 **Love and Marriage in Nineteenth Century Literature**
416 **Seminar: Virginia Woolf**
422 **Seminar: Women in English Renaissance Literature**

French

260 **French Women, Then and Now**
375 **Special Topics: Contemporary French and Francophone Women Writers**

German

190 **German Women Writers of the Twentieth Century**

Government

239 **Gender and Politics in Latin America**
280 **The Politics of Gender**

History

111 **Women in Modern Europe**
228 **The Family in Modern History**

Biology

331 Vertebrate Physiology
441 Seminar in Evolutionary Biology

Chemistry

351 Laboratory Techniques

Classical Studies

340 Women in Antiquity
374 Ancient Egypt

College Courses

100 The Unity of Knowledge

Comparative Literature

125 Tragedy
141 Studies in Short Fiction
142 Twentieth Century Fiction
151 Dreams and Literature
152 Literature and Ethics
162 Comic Fiction
211 Introduction to World Literature I
212 Introduction to World Literature II
223 Literature of Imperialism
224 Modern Japanese and Chinese Women Writers
225 Madness, Murder, and Mayhem: Nineteenth Century Russian Literature
245 Modern Drama and Theatre
251 Women Writers of the Middle Ages and the Renaissance
303 The Fiction of the Future
305 Philosophy and Literature
401 Feminist Theory

Dance

201 History of Dance

Economics

325 Comparative Economic Systems
375 History of Economic Thought

English

150 Reading Literature
200 Chaucer, Shakespeare, Milton, Austen
306 Poetry of the Renaissance and Twentieth Century
310 Seminar in Expository Writing
332 Modern British and American Drama
355 Modern British Poetry
372 Native American Oral and Written Literature

French

200 Advanced French
212 Introduction to French Literature II
295 Advanced Composition and Oral Practice

Geology

320 Micropaleontology
340 Plate Tectonics
350 Marine Geology

German

210	Survey of German Literature I
220	Survey of German Literature II
230	Composition and Conversation

Government

112F	Comparative Politics
114S	International Relations
116S	The American Political Process
117F	Introduction to Political Theory
227	State and Local Politics
239	Gender and Politics in Latin America
280	The Politics of Gender
310	Comparative Political Development
314	Transformations in East European Politics
335	The Criminal Justice System
337	Politics of Industrial Societies
338	American Public Administration
341	China's Cultural Revolution
355	The European Community in World Affairs
374	War and Politics
381	National Security Policy
382	Topics in Public Policy
386	Theories of International Relations

History

201	Introduction to American Studies
248	African Dimensions in Latin America
301	The Philosophy of History
302	Black Reconstruction
304	The French Revolution
306	Topics in Medieval History
310	African-American Women's History
314	Nazi Germany
319	History of Ireland
324	The Dilemma of Reform in Russian History, 1700-1991
329	Seminar in European Intellectual History
337	Chinese Intellectual History
338	Heroes and Bandits in Chinese History and Fiction
340	Studies in Twentieth Century Europe
341	Studies in American Colonial History
343	Seminar: Revolutionary America
344	Studies in Women's History
345	Studies in Russian History
350	Slavery and the Civil War
352	Women and the American Social Reform Tradition
353	Seminar in Recent U.S. History
359	Studies in American Progressivism
360	Mythical Histories in China and Japan
372	The Crusades
378	Topics in American Biography
380	Seminar in American Studies
385	Topics in African History

Mathematics

224	Linear Algebra
314	Real Analysis I
325	Modern Algebra

Music

201	Music of the Middle Ages and Renaissance
204	Music of the Twentieth Century
208	Women in Music
240	Psychology of Music

Philosophy

100	Critical Thinking
110	Introduction to Philosophy
117F	Introduction to Political Theory
209	Philosophy and Feminism
301	The Philosophy of History
305	Philosophy and Literature
312	African American Philosophy
415	Seminar in the History of Philosophy: Aristotle
416	Seminar in the History of Philosophy: Wittgenstein
420	Seminar in Metaphysics
421	Seminar in Metaphysics: On What There Is
430	Seminar in Epistemology: The Problem of Knowledge
450	Seminar in Ethics: Ethical Theory
460	Seminar in Ethics: Contemporary Theories of Justice
470	Seminar in Ethics: Applied Ethics
495	Seminar in Philosophy of Language: Words and Objects

Physics

390	Laboratory Methods in Physics

Psychology

203	Research Methods in Psychology
222	Psychology of Gender
240	Psychology of Music
310	Attention and Performance
315	Cognitive Psychology
342	Psychopharmacology
350	Psychophysics and Sensory Physiology

Public Policy

382	Topics in Public Policy

Religious Studies

105	Origins
111	Introduction to Judaism
117	The History of God
125	The Wonder That Was India
231	Literature of the Holocaust
257	The New Testament
281	The American Jewish Experience
317	Jesus and the Gospels
372	Native American Oral and Written Literature
390	Native American Medicine and Healing

Rhetoric and Communication

240	The Oral Tradition: From Tales to Texts
260	Communication in the Global Village
270	The Ethnography of Communication
292	Media Form and Content
315	Writing Culture
392	Questioning the Media: Criticism of Radio and Television Content
394	Communication Dynamics of Political Campaigns

Russian Studies

225	Madness, Murder, and Mayhem: Nineteenth Century Russian Literature
314	Transformations in East European Politics
345	Studies in Russian History

Sociology

301	Sociological Theory
360	Seminar on Mexico

Spanish

200	Advanced Spanish
270	The Art of Translation

Theatre

240	The Oral Tradition: From Tales to Texts
245	Modern Drama and Theatre

Women's Studies

101	Introduction to Women's Studies
208	Women in Music
209	Philosophy and Feminism
222	Psychology of Gender
308	Chicana Feminism
310	African-American Women's History
340	Women in Antiquity
344	Studies in Women's History
352	Women and the American Social Reform Tradition
401	Feminist Theory

Writing Program

101,102	English as a Second Language

The Class of 1939 Scholarship was established by members of the Class of 1939 on the occasion of their 50th Reunion.

The Class of 1941 Scholarship was established by members of the Class of 1941 in memory of their deceased classmates.

The Class of 1942 Scholarship was established on the occasion of their 50th Reunion by members of the Class of 1942 in memory of deceased classmates.

The Class of 1943 Scholarship was established by the members of the Class of 1943 on the occasion of their 50th Reunion.

The Class of 1948 Scholarship was established by members of the Class of 1948 on the occasion of their 40th Reunnion.

The Dr. Walter F. Cronin Scholarship was established by Mrs. Cronin in memory of her husband, Walter F. Cronin, Class of 1938.

The Harry Dent Scholarship was established by the Harry Dent Family Foundation.

The Kenneth A. Digney Scholarship was established by Philip I. Bowman in memory of Kenneth A. Digney.

The Fred L. Emerson Foundation Scholarship was established in 1986 by the foundation, located in Auburn, New York.

The Leonard C. Ferguson Memorial Scholarship was established by Mrs. Leonard Ferguson in memory of her husband, a member of the Class of 1919.

The Carlyle Fraser Scholarship was established by Jane Fraser in memory of her uncle, Carlyle Fraser, Class of 1917.

The George M. Frees Scholarship was established by George M. Frees, Class of 1941.

The Helen B. and Harry L. Godshall Memorial Scholarship was established by Harry L. Godshall, Jr., Class of 1939, in memory of his parents.

The Edgar B. Graves Scholarship was established by friends and former students in memory of Professor Edgar B. "Digger" Graves, who taught history at Hamilton from 1927 to 1969.

The Wilma E. and Edward Brewster Gould Scholarship was established in memory of Edward B. Gould, Class of 1913, and his wife.

The Fay and Chester Hamilton Scholarship was established by Chester Hamilton, Class of 1944 and a former Trustee of the College.

The Edith Hale Harkness Scholarship was established in memory of Edith Hale Harkness by Milton P. Kayle, Class of 1943 and a former Trustee of the College.

The David Douglas Hays Memorial Scholarship was established in memory of D. Douglas Hays, Class of 1925, by his wife, Helen I. Hays and their children and friends.

The C.F. Hemenway and Frank Barbour Memorial Scholarship was established by Mrs. Leah Barbour in memory of her husband, Frank Barbour, and of Charles F. Hemenway, Class of 1910.

The Major Andrew Hill Scholarship was established in memory of the donor's ancestor, a member of the Continental Army from 1775 to 1783.

The Robert G. Howard Scholarship was established by Robert G. Howard, Class of 1946 and a Trustee of the College.

The Peter C. Huber Scholarship was established by Peter C. Huber, a member of the Class of 1952 and a late Trustee of the College.

The Stephanie C. Huested Scholarship was established by Stephanie C. Huested, wife of Lester C. Huested, Class of 1929.

The Thomas McNaughton Johnston Memorial Scholarship was established by the Class of 1952 on the occasion of its 40th Reunion in memory of Professor Johnston, who taught English at Hamilton from 1934 to 1972.

The David Clyde Jones Scholarship was established by Mrs. Hazel J. Deer in memory of her first husband, a member of the Class of 1910.

The Mary and William Klingensmith Scholarship was established by Dr. and Mrs. William Klingensmith, friends of the College.

The Raphael Lemkin Scholarship was established by an alumnus in memory of Raphael Lemkin, a distinguished European academician, survivor of the Holocaust, and inspirer of the United Nations Convention on Genocide.

The Herschel P. and Florence M. Lewis Scholarship was established in their memory by Dr. H. Paul Lewis, Class of 1956.

The George Link, Jr. Scholarship was established in his memory by the George Link, Jr. Foundation.

The James Monroe Lown Scholarship was established by Grace Merrill Magee in memory of her first husband, James M. Lown, Class of 1904.

The Christopher Miner Scholarship was established by the Honorable Robert D. Miner, Class of 1934, in memory of his son, Christopher, Class of 1964.

The Arthur J. Mix Memorial Scholarship was established by the will of Katherine L. Mix in memory of her husband, Arthur J. Mix, Class of 1910.

The Harmon L. Morton Scholarship was established by Priscilla E. Morton in memory of her husband, Harmon L. Morton, Class of 1920.

The Daniel R. Murdock Scholarship was established by Daniel R. Murdock, Class of 1959.

The Jessie Smith Noyes Foundation Scholarship was established by the Jessie Smith Noyes Foundation in memory of Alfred H. Smith, Class of 1932.

The Josephine H. and George E. Ogilvie Scholarship was established by the will of Josephine H. Ogilvie, widow of George E. Ogilvie, Class of 1941.

The James Oneil Scholarship was established by James Oneil, a friend of the College.

The Parsons Brothers Scholarship was established by Miss Katherine Parsons, Mrs. Charles Burlingame, and Mrs. James Cowie in memory of their father, William Lorenzo Parsons, Class of 1878, and his three brothers.

The Pigott Family Scholarship was established by Mr. and Mrs. James C. Pigott and their son, Paul Pigott, Class of 1983.

The Robert Scott Ramsay, Jr. and Roderick McKay Ramsay Scholarship was established by Mr. and Mrs. Robert S. Ramsay in honor of their sons, Robert, Class of 1959, and Roderick, Class of 1961.

The Oren Root Scholarship was established by Oren Root, Jr., Class of 1894, in memory of his father, Oren Root, Class of 1856.

The Sacerdote Family Scholarship was established by Mr. and Mrs. Peter M. Sacerdote, parents of Alexander C. Sacerdote, Class of 1994.

The Alan P. Savory Memorial Scholarship was established by Mr. and Mrs. George L. Savory in memory of their son, Alan Savory, Class of 1955.

The Jack Silverman Scholarship was established by Howard J. Schneider, M.D., Class of 1960 and a Trustee of the College, and his wife Sandra, in honor of her father, Jack Silverman.

The James P. Soper Scholarship was established by James P. Soper, father of James P. Soper, Jr., Class of 1911.

The Wilbur S. and Claire A. Tarbell Scholarship was established by Claire A. Tarbell in memory of her husband.

The Alexander Thompson Scholarship was established by Luranah Thompson in memory of her husband, the Rev. Alexander Thompson, Class of 1906.

The Elbert J. Townsend Memorial Scholarship was established in memory of Elbert J. Townsend, Class of 1913.

The William and Irma Van Deventer Memorial Scholarship was established by John F. Van Deventer, Class of 1932, in memory of his parents.

The Milton J. Walters Scholarship was established by Milton J. Walters, Class of 1964 and a former Trustee of the College.

The Knut O. Westlye Memorial Scholarship was established by alumni and friends in memory of Knut O. Westlye, Class of 1946.

The Peter C. Wicks Memorial Scholarship was established by members of the Class of 1975 in memory of their classmate, Peter C. Wicks.

The Willard Memorial Scholarship was established by John K. Willard, Class of 1923, in memory of his father, C. Fay Willard, Class of 1892.

The Merritt N. Willson Memorial Scholarship was established in memory of Merritt N. Willson by his daughters, S. Mabel Willson and Mrs. George A. Small, and by his grandson, Robert N. Small, Class of 1943.

The Linda Collens Wilson Scholarship was established by Robert Letchworth Wilson, Class of 1931, in memory of his wife.

Special Scholarships

Special scholarships are awarded on the basis of financial need. In addition, the recipients of special scholarships must be part of a particular group of persons, such as members of the junior class, descendants of an individual, or from a particular geographic area.

Scholarships for Students from Specific Geographic Areas

Arizona

The Raymond R. Dise Scholarship, established by Harry F. Dise in memory of Raymond R. Dise, Class of 1917, is awarded to graduates of Little Falls (New York) Central High School and Prescott (Arizona) High School.

California

The William DeLoss Love, Jr. Class of 1945 Scholarship, established in honor of his classmates by William D. Love, Class of 1945, is awarded with preference given to students from the state of California or the descendants of members of the Class of 1945.

The Stephen W. Royce Scholarship was established by Mr. Royce, Class of 1914. Preference is given to students from Liberty, New York, and Pasadena, California.

Mid-Atlantic and New England States

The Linda D. and Albert M. Hartig Scholarship, established by Albert M. Hartig, Class of 1942, and his wife, is awarded to a student from the Mid-Atlantic or New England states.

Middle Western States

The Pattie and Taylor Abernathy Scholarship was established by the will of Taylor S. Abernathy, Class of 1914. Preference is given to students from the Middle West.

New Jersey

The Gilbert Leslie Van Vleet Scholarship was established by Gilbert L. Van Vleet, Class of

1926. Preference is given to students from New Jersey, then to students from North Carolina, California, and Illinois.

New York

The Adirondack Area Scholarship is offered to students attending schools in Clinton, Essex, Franklin, Hamilton, Saratoga, Warren, and Washington Counties. Income from an endowment grant made to the College by Milton G. Tibbitts, Class of 1904, provides the funds.

The Alumni Association of Metropolitan New York Scholarship is offered to students who attend schools in the New York City area.

The Arkell Hall Foundation Scholarship was established by the Arkell Hall Foundation. Preference is given to students from Canajoharie and the surrounding area.

The Charlotte Foster Babcock Memorial Scholarship was established by Edward S. Babcock, Class of 1896, in memory of his mother. Preference is given first, to relatives of the donor; second, to graduates of the public high schools in Boonville, Camden, Utica, and West Winfield, New York; and finally, to members of the Emerson Literary Society who have financial need.

The John H. Behr Scholarship, established through a gift of Mr. Behr, Class of 1934, is awarded for up to four years, with preference given to students matriculating from the ABC program sponsored by the Clinton community.

The William E. and Beatrice V. Bruyn Scholarship is awarded with preference given first to students from Ulster County and then to students from other areas in New York State.

The Daniel Burke Scholarship is awarded with preference given first to a student from the public high school in Oxford, New York; second, to a resident of Chenango County; and third, to a resident of New York State.

The Louis Calder Foundation Scholarship, established in 1990 by a challenge grant from the Foundation and matching gifts from alumni and friends of the College, is awarded to students from the five boroughs of New York City.

The Earle M. Clark Scholarship, established in memory of Mr. Clark, a member of the Class of 1907, is awarded to an outstanding student from New York State with an interest in public speaking, with preference given to a graduate of a public high school and a resident of Broome County. It is renewable each year, provided need continues to be demonstrated.

Community College Scholarships are awarded to students transferring or graduating from the community colleges in New York State. Only one scholarship per community college will be awarded. Applicants compete on the basis of academic achievement, and the exact amount of each grant will be determined by financial need.

The Dewar Foundation Scholarship, established in 1990 by the Dewar Foundation, is awarded to students from Oneonta (New York) High School.

The Raymond R. Dise Scholarship, established by Harry F. Dise in memory of Raymond R. Dise, Class of 1917, is awarded to graduates of Little Falls (New York) Central High School and Prescott (Arizona) High School.

The George E. Dunham Scholarship, established by George E. Dunham, Class of 1879, is awarded to graduates of the Utica Senior Academy, Utica, New York.

The Lieutenant Willard B. Eddy, Jr. Memorial Scholarship, established by Mr. and Mrs. Willard B. Eddy in memory of their son, is awarded in certain years on a competitive basis to entering students who attended secondary school in Livingston, Monroe, Ontario, Orleans, Wayne, and Yates Counties, New York. The scholarship is awarded on the basis of academic achievement and character.

The Charles Melville Fay Scholarship, established by Charles P. Wood in memory of his wife's father, a member of the Class of 1862, is awarded with preference given to students from Steuben County or from the western part of New York State.

The Elizabeth R. Fitch Scholarship is awarded with preference given to graduates of the Westmoreland (New York) High School.

The Geneva Presbytery Scholarship is awarded with preference given to a student designated by the Geneva (New York) Presbytery.

The John Dayton Hamilton Scholarship, established by the Gebbie Foundation in honor of John D. Hamilton, Class of 1922, is awarded with preference given to students from Chautauqua County, New York.

The Henry W. Harding Memorial Scholarship, established by family and friends in memory of Henry Harding, Class of 1934, is awarded to a graduate of a public high school in Oneida County, New York.

The David Shove Hastings Scholarship, established by Mr. and Mrs. J. Murray Hastings in memory of their son, a member of the Class of 1944, is awarded in certain years on a competitive basis to entering students who attended secondary school in Cayuga, Cortland, Oswego, and Seneca Counties, New York.

The Charles Anthony Hawley Scholarship was established under the will of Anna H. Story in memory of Mr. Hawley, Class of 1859. It gives preference to graduates of schools of Seneca Falls, New York.

The Maurice S. Ireland Memorial Scholarship, established under the will of Maurice S. Ireland, Class of 1926, is awarded with preference given to students from Norwich, New York.

The Honorable Irving M. Ives Scholarship was established by the Norwich Pharmacal Company in honor of Senator Ives, Class of 1919. It is awarded in certain years with preference given first to the son or daughter of an employee of the company and second to a resident of Chenango County, New York.

The Marcus Judson Scholarship may be awarded to a student nominated by the First Presbyterian Church of Watertown, New York.

The Augusta M. Loevenguth Memorial Scholarship is awarded with preference given first to a relative of the family and second to a student from Camden in Oneida County, New York.

The Edward C. and Elizabeth S. Martin Memorial Scholarship, established by the will of Elizabeth Martin, widow of Edward Martin, Class of 1927, is awarded to deserving students from Oneida County, New York, who have demonstrated outstanding academic achievement and athletic ability.

The Ralph A. and Altina G. Mead Scholarship, established by members of the family of Ralph A. and Altina G. Mead, is awarded to qualified and deserving students, with preference given to those from the Capital District of New York State.

The Carl B. and Cordelia S. Menges Scholarship, established by Carl B. Menges, Class of 1951 and a Trustee of the College, and his wife, is awarded to entering freshmen who have demonstrated leadership, strong academic performance, and future promise. It is restricted to students from Suffolk County, with preference given to those from the East Hampton, New York, area, and is renewable for the sophomore, junior, and senior years.

The John R. Munro Scholarship, established by John R. Munro, Class of 1987, and members of his family, is awarded on the basis of need, with preference given to entering students from Jefferson County, New York, who exhibit a combination of academic, athletic, and extracurricular promise.

The Howard W. Pearce Scholarship, established by Mrs. Howard Pearce and Frederick W. Pearce, Class of 1984, in memory of his father, is awarded to students from western New York State.

The Owen A. Roberts Scholarship was established in memory of Owen A. Roberts, Class of 1925, by his former student, Milton P. Kayle, Class of 1943. Mr. Roberts taught for many years at Utica Free Academy, and preference is given to graduates of that school or its successor institution.

The Stephen W. Royce Scholarship was established by Mr. Royce, Class of 1914. Preference is given to students from Liberty, New York, and Pasadena, California.

The Andrew C. Scala Scholarship, established by Robert C. Scala, Class of 1953, and A. Richard Scala in memory of their father, is awarded with preference given to a deserving student of Italian descent from upstate New York.

The Hans H. Schambach Scholarships, established by Hans H. Schambach, Class of 1943 and a Life Trustee of the College, are awarded to entering freshmen of outstanding personal and academic promise who are likely to make a significant contribution to the College and to benefit substantially from their undergraduate experience. Preference is given to applicants from the Clinton, New York, area.

The Arthur W. Soper Scholarship, established originally by A.C. Soper, Class of 1894, is awarded with preference given first, to graduates of Rome (New York) Free Academy; second, to students from the City of Rome or Oneida County; and finally, to students from central New York.

The Southern Tier Scholarship is awarded to a student from the Binghamton or Elmira areas of New York who qualifies for financial aid. If there is no such eligible student, it may be used for any student who qualifies for financial aid.

The Grace Ione Spencer Memorial Scholarship, established by friends of this longtime teacher of Latin at Utica Free Academy, is granted to an undergraduate from the Mohawk Valley area of New York. Preference is given to a student who is concentrating in a discipline within the humanities.

The Wiley Fund of The Utica Foundation Scholarship, funded by an annual grant from the Utica Foundation, is awarded to students from the Utica, New York, area.

The Sylvester Willard Scholarship is awarded to a student residing in Auburn, New York.

The Jack and Lynda A. Withiam Scholarship, established by Jack Withiam, Jr., Class of 1971, and his wife, is awarded with preference given to graduates of Horseheads (New York) High School.

The Women's Christian Association of Utica Scholarship, funded by an annual grant from the Association, provides awards to three women students. Preference is given to residents of Oneida County, New York.

North Carolina

The Doris Hudson Hart Memorial Scholarship, established by Warren E. Hart, Class of 1977, in memory of his wife, is awarded to students from the state of North Carolina.

Ohio

The Paul Lamard King Scholarship, established by the will of Paul L. King, Class of 1915, is awarded with preference given first, to residents of Trumbull County, Ohio; second, of neighboring counties; and third, of the state of Ohio.

The Tunnicliffe Scholarships are available, first, to students from northwestern Ohio, and second, to any student who qualifies for financial aid.

Texas

The Elizabeth J. McCormack Scholarships were established by a grant from the Brown

Foundation in honor of Elizabeth J. McCormack, a Life Trustee of the College. They are awarded to students from Texas, with preference given to those from the Houston area.

The Harry Roger and Fern Van Marter Parsons Scholarship was established by Jeffrey R. Parsons, Class of 1969, in memory of his parents. Preference is given to students from the state of Texas.

Western States
The Kenneth W. Watters Scholarship, established by Kenneth W. Watters, Class of 1928, is awarded with preference given to students from the western part of the United States.

Wisconsin
The Robert B. Winkler Scholarship was established by Robert B. Winkler, Class of 1938, and is awarded to students from the state of Wisconsin.

Foreign
Vivian B. Allen Foundation Scholarships, established by the Vivian B. Allen Foundation, are reserved for students from foreign countries.

The Bernard F. Combemale Scholarship was established by Bernard F. Combemale, Class of 1951 and a former Trustee of the College, and is awarded to foreign students enrolled at the College.

The Arthur Hunter Scholarship provides that preference be given to any matriculant from George Watson's College in Edinburgh, Scotland.

The Arnold L. Raphel Memorial Scholarship was established in memory of Ambassador Arnold L. Raphel, Class of 1964, by his family and friends. It is awarded with preference given to women students from Pakistan.

The Charles Van Arsdale, Jr. Scholarship was established in memory of Charles Van Arsdale, Jr., Class of 1972, by his family and friends. It is awarded to students from countries other than the United States or Canada, but when there are no such eligible students, it may be awarded without reference to the country of origin.

Other Special Scholarships

The George I. Alden Scholarship, established in 1989 by a grant from the George I. Alden Trust of Worcester, Massachusetts, is awarded to minority students.

The B.T. Babbitt Scholarship, established by the Lillia Babbitt Hyde Foundation in honor of Lillia Babbitt Hyde's father, is awarded to a student in the field of pre-medical education.

The Edward S. Babcock Scholarship is awarded with preference given to members of the Emerson Literary Society.

The James L. Bennett Scholarship is awarded to a sophomore who gives evidence of outstanding moral character.

The Leet Wilson Bissell Scholarship in Science, established by Leet W. Bissell, Class of 1914, and his daughter, Nancy Bissell Turpin, is awarded to an outstanding entering freshman who intends to concentrate in a discipline within the sciences.

The Wayland P. Blood Scholarship, established by the Blood family in honor of Wayland P. Blood, Class of 1914, is awarded to a student with a broad range of interests both in and out of the classroom.

The Gertrude F. Bristol Scholarship is awarded to a student who is not a resident of New York State and who is likely to make a substantial contribution to the College's extra-curricular activities.

The Mac Bristol Scholarship, established in honor of William M. Bristol III, Class of 1943 and Chairman of the Board of Trustees from 1977 to 1990, is awarded to that

sophomore who is a strong student, an active participant in the classroom, a varsity athlete, and who possesses high ideals and demonstrates community leadership.

The Byne Scholarship was established by George A. Clark in memory of his sister, Harriet Emily Clark Byne. It is reserved for a candidate for the Presbyterian ministry, to be designated by the pastor and the session of the First Presbyterian Church of Utica, New York, or by the College.

The Harlan F. Calkins Scholarship was established by the family and friends of Harlan F. Calkins, Class of 1929, and is awarded at the discretion of the Scholarship Committee to a student of outstanding character and leadership.

The Class of 1981 Roy Alexander Ellis Memorial Scholarship was established on the occasion of the 10th Reunion of the Class. Named after a member of the Class of 1924, one of the first black graduates of the College, it is awarded to an entering minority student.

The Class of 1994 Scholarship was established by the Class of 1994 on the occasion of its Commencement. It is awarded to a rising senior, to be used for the purpose of reducing the indebtedness of the recipient.

The John L. Coe Scholarship, established by John L. Coe, Class of 1923, is awarded to students who are doing superior work in mathematics.

The Crane Scholarship, established by Dr. A. Reynolds Crane, Class of 1929, and his wife, Harriet C. Crane, is awarded to students who, through employment, are making a substantial contribution toward their own educational expenses.

The Ned Doyle Freshman Scholarship was established by Ned Doyle, Class of 1924. It is awarded annually to an entering freshman, and, among those with need, preference is given to a candidate who will contribute significantly to the College's athletic program.

The Charles Holland Duell Scholarship, established by Charles H. Duell, Class of 1871, is awarded with preference given to a member of the freshman class.

The Peter W. Dykema Music Scholarship was established by Jack Dengler, Class of 1934, in memory of his wife's father, and is awarded to students who participate in the College's performing musical groups.

The George J. Finguerra-CIT Group Scholarship, established by the CIT Foundation in honor of George J. Finguerra, father of Dyan M. Finguerra, Class of 1992, is awarded with preference given to minority students.

The E. Root Fitch Scholarships were established by E. Root Fitch, Class of 1886, and are awarded annually to members of the Hamilton chapter of Delta Upsilon on the basis of need, scholastic standing, character, and salutary influence on the life of the College.

The Irene Heinz Given and John LaPorte Given Foundation Scholarships are reserved for students who are preparing for admission to medical school.

The Doris and Ralph Hansmann Scholarship, established by Betty and Malcolm Smith in honor of Ralph E. Hansmann, Class of 1940 and a Life Trustee of the College, and his wife Doris, is awarded to students who are disabled or visually- or hearing-impaired.

The Charles Harwood Memorial Fund Scholarship was established by Charles Harwood, Jr., in memory of his father, Charles Harwood, Class of 1902. It is awarded to students majoring in the Classical Languages, American History, or English.

The Huguenot Society Scholarship is available to a student whose ancestry meets the requirements of the Society and who satisfies the College's regular requirements for the receipt of financial aid.

The Edwin J. Kenney, Jr. Scholarship was established by Taggart D. Adams, Class of 1963 and a Trustee of the College, in honor of Edwin J. Kenney, Jr., Class of 1963, Distinguished Teaching Professor of Humanities and Chairman of the English Department at Colby College. It is awarded to a student who has shown an interest in teaching.

The Kirkland Alumnae Scholarship, established by the Kirkland College Class of 1974 and supplemented by other Kirkland classes, is awarded to an upperclass woman who exemplifies the ideals of Kirkland women, specifically initiative, creativity, and ingenuity, and who has the ability to achieve objectives through self-directed academic and non-academic pursuits.

The Reid W. Kittell Scholarship was established by the family and friends of Reid Kittell, Class of 1988, in his memory. It is awarded to a well-rounded student who demonstrates sensitivity and thoughtfulness for others in the community.

The Leavenworth Scholarship, established by Elias W. Leavenworth, Class of 1872, may be awarded only to students with the surname of Leavenworth.

The Helen B. Longshore Music Scholarship is awarded to deserving undergraduates with talent who contribute to the musical life of the College.

The Henry M. Love Scholarship, established by William D. Love, Class of 1909, provides a scholarship for relatives of Henry M. Love, Class of 1883, or, when no such relative is in the College, may be awarded to a senior in the Emerson Literary Society for graduate study leading to a career in law, medicine, journalism, teaching, or theology.

The William DeLoss Love Scholarship was established by William D. Love, Class of 1909, Mrs. William D. Scranton, and others. Preference is given to descendants of William DeLoss Love, Class of 1843.

The William DeLoss Love, Jr. Class of 1945 Scholarship, established in honor of his classmates by William D. Love, Class of 1945, is awarded with preference given to students from the state of California or the descendants of members of the Class of 1945.

The Annie L. MacKinnon Scholarship was established by Dr. Edward Fitch with the stipulation that preference be given to a student whose record shows ability and interest in mathematics.

The William and Ethel Marran Scholarship, established by Mr. and Mrs. William R. Marran, is awarded to a woman minority student in memory of Leah Webson, Class of 1986.

The Arturo Domenico Massolo Memorial Scholarship was established by Arthur J. Massolo, Class of 1964, in memory of his father. It is awarded with preference given first to a LINK student from Chicago; if there is no LINK student at Hamilton, it is awarded to an African-American student from Chicago; if there is no such student, it may be awarded to any other African-American student at the College.

The John McNair Scholarship, established by the will of Edna Thirkell Teetor in memory of her grandfather, Class of 1827, is reserved for students registered in the "3-2" engineering program.

The David B. Parker Memorial Scholarship was established in honor of David Bruce Parker, Class of 1975, and is awarded to a member of the junior class who has completed the first three years at Hamilton with distinction in the study of French and/or history. The recipient must have demonstrated promise for useful citizenship through his or her character, scholarly attitude, the respect accorded the individual by members of the Faculty, standing among peers, and contribution to the extracurricular life of the College.

The Robert E. Peach Memorial Scholarship, established by the family and friends of Mr. Peach, a member of the Class of 1941, is awarded to promising students who have displayed leadership, creativity, and determination in the classroom and in extracurricular activities.

The Jules L. Rubinson Memorial Scholarship, established by Cecily G. and Richard M. Rubinson, Class of 1957, in memory of his father, is awarded to women and minority students who, at the end of their sophomore year, have been identified by the Faculty as strong candidates for medical school and who are in need of scholarship assistance.

The Charlotte Buttrick Sackett Scholarship, established by Charles H. Duell, Class of 1871, is awarded with preference given to a member of the freshman class.

The Herbert and Nancy Salkin Scholarship provides funds for a student interested in both studio art and laboratory science.

The Hilde Surlemont Sanders Memorial Scholarship was established by Paul F. Sanders, L.H.D. (Hon.), 1958, in memory of his wife. Preference is given to disadvantaged minority students.

The Hans H. Schambach Scholarships, established by Hans H. Schambach, Class of 1943 and a Life Trustee of the College, are awarded to entering freshmen of outstanding personal and academic promise who are likely to make a significant contribution to the College and to benefit substantially from their undergraduate experience. Preference is given to applicants from the Clinton, New York, area.

The Christopher George Scott Scholarship, established by the Scott Family Foundation of Chicago, Illinois, in memory of Christopher G. Scott, Class of 1962, is awarded to a student with an outstanding academic record.

The Seventy-Five Year Class Scholarship, established by William DeLoss Love, Class of 1909, whose father was a member of the Class of 1876, is awarded first with preference given to any descendant of a member of the Hamilton Classes of 1874, '75, or '76; if to none of those, to a student from the West Coast; and if not awarded to a student meeting either of those stipulations, then at the discretion of the College.

The Harold H. Smith Scholarship was established by John H. Smith, Class of 1940, and his wife, Winifred, in memory of his father, a member of the Class of 1913. It is awarded with preference given to students excelling in the sciences.

The Schuyler B. Steere Scholarship was established for blood relations of the donor, Schuyler B. Steere, Class of 1851. If none appears, preference is given to candidates for the ministry.

The A. Waldron Stone Scholarship was established by William D. Stone, Class of 1961, in memory of his father, a member of the Class of 1919, and is awarded to juniors and seniors who are majoring in geology or English.

The William K.-M. Tennant Memorial Scholarship was established in memory of William K.-M. Tennant, Class of 1958, by his family and friends. It is awarded with preference given to talented students who contribute to the performing and visual arts at the College.

The Winton and Patricia Tolles Scholarship was established by family and friends to commemorate the 25 years of service provided by Dean Tolles, Class of 1928. It is awarded to incoming freshmen who have demonstrated leadership qualities in secondary school and who are identified by the Committee on Admission as unusually attractive candidates for matriculation. It is renewable for the sophomore, junior, and senior year, depending upon student performance.

The Watkins Scholarship was established by the Watkins family, including Robert R. Watkins, Class of 1879, Henry B. Watkins, Class of 1912, and Henry B. Watkins III, Class of 1973. It is awarded to an entering student who has demonstrated outstanding academic achievement and athletic ability.

The Ashley McLean-Brown Wilberding Scholarship was established by Mr. and Mrs. Stephen Van C. Wilberding in honor of their daughter, Ashley Wilberding, Class of 1994. It is awarded to a student who has demonstrated interest in foreign languages and who has participated in women's athletics. Preference is given to a student who has made a significant contribution to women's ice hockey at Hamilton.

The Leroy Williams Scholarship, established by Leroy Williams, Class of 1889, is awarded with preference given to students intending to enter the Presbyterian ministry.

The Kirkland Endowment

The following scholarships are for the support of women at Hamilton:

The Edward Johnson Dietz Memorial Scholarship was established by family and friends of

Julia Grant Dietz in memory of her son and provides scholarships with preference given to students from the Syracuse area.

The Lillia Babbitt Hyde Scholarship provides scholarships with preference given to students from the New York City area.

The Dorothy Scott Evans Memorial Scholarship, established in her memory by her family and friends, is awarded to a woman matriculating under the Hamilton Horizons Program.

The William and Mary Lee Herbster Scholarship was established by Mr. and Mrs. William G. Herbster to provide scholarships for women attending Hamilton. Mr. Herbster, Class of 1955, is a former member of both the Hamilton and Kirkland Boards of Trustees.

Prize Scholarships

Prize scholarships are awarded to students who have completed at least one year at Hamilton and who have demonstrated some achievement while enrolled at the College. The achievement is most often high quality academic work, but it may also include enrollment in a particular field of study or demonstrated good character and campus citizenship.

Most prize scholarships require that the recipient demonstrate need and be eligible for financial aid. Most prize scholars will, therefore, already be recipients of unfunded grants from the College. The intent of the award of a prize scholarship is to honor the recipient by substituting a named or designated scholarship for an unfunded grant.

Prize scholarships are awarded either in the fall or in the spring on Class and Charter Day.

The Benjamin Walworth Arnold Prize Scholarship, established by Mrs. Benjamin Walworth Arnold in memory of her husband, provides three prize scholarships. One is awarded annually to the holder of a regular scholarship in each of the sophomore, junior, and senior classes who, in the preceding year, shall have made the best record in college coursework.

The Robert A. Bankert, Jr. Prize Scholarship was established in memory of Robert A. Bankert, Jr., Class of 1970, by his family and friends. Preference is given to a student who has participated in athletics and who, at the beginning of the junior year, has shown the greatest improvement in academic average.

The Dr. Philip I. Bowman Prize Scholarship was established by friends in honor of Dr. Bowman, a distinguished chemical engineer. It is awarded to a student who has a deep interest in science (preferably chemistry), foreign languages and sports; who strives for perfection; and who has a high level of tolerance and empathy for others.

The Madeleine Wild Bristol Prize Scholarship in Music, established in memory of Madeleine Wild Bristol, is awarded to the sophomore or junior who, in music at Hamilton, is an outstanding performer, composer, scholar or leader, and who is also an active participant in a sports activity, whether individual, intramural, or intercollegiate.

The Coleman Burke Prize Scholarship, established by Coleman Burke, Class of 1934 and former Chairman of the Board of Trustees, and his wife, Mary Poston Burke, is awarded to a sophomore who is an outstanding student and a varsity athlete. The recipient should also have demonstrated a capacity for campus leadership. The scholarship may be renewed for the junior and senior years.

The Carter Family Prize Scholarship was established by Diane Carter Maleson, mother of Gwendolyn Maleson, Class of 1993, in memory of her parents, Gerald and Camille Carter, and her sister and niece, Joan and Christine Scholes. It is awarded to a student who excels in the visual or performing arts, who is a talented writer, and who maintains a minimum average of 85.

The Thomas E. Colby III Prize Scholarship in German, established by his family in memory of Thomas E. Colby, Class of 1942 and a professor of German at Hamilton from 1959

to 1983, is awarded to a junior concentrating in German who has demonstrated superior scholarship in that discipline.

The Frank C. and Marion D. Colridge Prize Scholarship, established by Frank C. Colridge, Class of 1918, and his wife, Marion, provides a prize scholarship to a member of the junior class on the varsity track team who, by a vote of teammates, is selected as the individual possessing outstanding qualities of leadership and character.

The Curran Prize Scholarship, established by relatives of Colonel Henry H. Curran, Class of 1862, provides a scholarship for a student who has need of financial aid, who has enrolled in the courses in the Department of Classical Languages, and who has achieved a distinguished record in those courses.

The Captain Gerald FitzGerald Dale Senior Scholarship is awarded to a senior who has completed the junior year with distinction in literature, language, music, science, or social science; ranks in the top tenth of the class; and needs financial aid. In addition, the student must have demonstrated promise for useful citizenship by character, standing among fellow students, and contribution to the extracurricular life of the College.

The Charles A. Dana Prize Scholarships are awarded to approximately ten students at the end of their freshman year in recognition of academic achievement, character, and leadership. The prize scholarships continue through the senior year, provided the recipients continue to fulfill the requirements. Depending upon need, each Dana Scholar will receive a grant ranging from $100 to full tuition.

The Dirvin Family Prize Scholarship, established by Gerald V. Dirvin, Class of 1959 and a Trustee of the College, is awarded to a student who has completed the freshman year, who has demonstrated academic excellence, and who has participated in athletics at Hamilton.

The Ned Doyle Prize Scholarships, established by Ned Doyle, Class of 1924, are awarded to an upcoming sophomore, junior, and senior, each of whom has made significant contributions to the College's athletic program.

The Joseph Drown Prize Scholarship, established by the Joseph Drown Foundation, is awarded to a student completing the junior year who has been very successful academically, who has demonstrated outstanding leadership qualities while at Hamilton, and who is likely to make a significant contribution to society in the future.

The Duell German Prize Scholarship, established by the Honorable Charles Holland Duell, Class of 1871, is awarded to a senior who has excelled in the study of German and who elects an advanced course in that subject during the senior year.

The Dr. Edward R. Fitch Prize Scholarships in Classical Languages, founded by E. Root Fitch, Class of 1886, are awarded annually to students who are registered for courses in either Greek or Latin. The awards are made on the basis of need, scholarship standing, character, and salutary influence on the life of the College.

The Donald A. Hamilton Prize Scholarship, established by the family and friends of Mr. Hamilton, Class of 1924, is awarded to a junior who has displayed leadership, creativity, and determination in the classroom and in extracurricular activities, and who has made exceptional academic improvement in the previous year.

The Ann Miller Harden Prize Scholarship, established in memory of Ann Miller Harden by her husband, David E. Harden, Class of 1948 and a Trustee of the College, is awarded with preference given to the most promising woman painter at the end of her sophomore year.

The Randall J. Harris Prize Scholarship, created in memory of Randall J. Harris, Class of 1974, by his family and friends, is awarded to a junior concentrating in philosophy who has demonstrated superior scholarship in that discipline. Preference is given to a student expressing a desire to undertake graduate study in philosophy.

The L. David Hawley Prize Scholarship in Geology, established by alumni in honor of Professor Hawley, who taught geology at Hamilton for 25 years, is awarded to an outstanding junior who intends to go on to a career in geology. Consideration is also given to promise as a scientist, breadth of background in the sciences, general academic standing, and financial need.

The Edward Huntington Memorial Mathematical Prize Scholarship, established by Alexander C. Soper, Class of 1867, is awarded to a senior who has excelled in mathematics and who elects a course in that discipline during the senior year.

The Grant Keehn Prize Scholarship, established by family and friends in memory of Grant Keehn, Class of 1921, a distinguished businessman and former Chairman of the Board of Trustees, is awarded after the freshman year to one or two students who have demonstrated notably strong characteristics of leadership, and who are in good academic standing. Preference is given to minority students.

The Leonard E. and Sue J. Kingsley Prize Scholarship, established by Leonard E. Kingsley, Class of 1951 and a Life Trustee of the College, and his wife Sue, is awarded to members of the sophomore or junior class who have demonstrated the potential for both significant academic achievement and community leadership.

The Paul S. Langa Prize Scholarship, established by Paul S. Langa, Class of 1948, provides a prize scholarship to that Hamilton student who is judged to be the outstanding woman athlete from any of the four classes.

The Calvin Leslie Lewis Prize Scholarship in the Dramatic Arts was established by Elisabeth and Charles G. Mortimer, Jr., Class of 1949, in memory of Mr. Mortimer's grandfather, Calvin L. Lewis, Class of 1890 and the Upson Professor of Rhetoric and Oratory from 1908 to 1935. It is awarded to students, preferably juniors, who have demonstrated an interest and ability in oral communication in its broadest aspects and who have actively and successfully participated in programs in the dramatic arts.

The Herbert M. Lockwood Memorial Prize Scholarships, established by Mr. and Mrs. W. Carter Lockwood in memory of their son, Herbert M. Lockwood, Class of 1982, are awarded to full-time Hamilton students who have demonstrated a significant interest in the musical arts. Criteria for selection include strong academic standing and financial need.

The Willard Bostwick Marsh Prize Scholarships, established by Willard B. Marsh, Class of 1912, in memory of President Melancthon Woolsey Stryker, Class of 1872, are awarded to juniors and seniors with financial need who have maintained a scholastic average of at least B since entering the College.

The Marcel Moraud Memorial Prize Scholarship, established by family and friends in memory of Professor Moraud, who taught French at Hamilton from 1951 to 1982, is awarded to the senior majoring in French and returning from the Junior Year in France Program who demonstrates academic excellence, strength of character, and a sense of humor.

The Robert Leet Patterson Prize Scholarships in Philosophy, established by Robert Leet Patterson, Class of 1917, are awarded to sophomores and juniors who have excelled in the study of philosophy.

The Frank Humphrey Ristine Prize Scholarship was established by former students and other friends in memory of Frank H. Ristine, professor of English literature from 1912 to 1952, and is awarded for excellence in English. Consideration is also given to general academic standing, need for financial aid, and campus citizenship.

The Oren Root Prize Scholarships are awarded to the two juniors who have the best records in mathematics during the freshman and sophomore years and who continue that subject through the junior year.

The Jenny Rubin Memorial Prize Scholarship, established by friends in memory of Jennifer Lynn Rubin, Class of 1983, is awarded to that senior woman who has evinced interest in, and ongoing commitment to, helping others improve their lives.

The William John Schickler III Prize Scholarship, established by his family and friends in memory of William J. Schickler III, Class of 1982, is awarded to an upcoming junior who demonstrates good academic performance, financial need, enthusiasm for life, and dedication as evidenced by participation in extracurricular activities such as in athletics or the arts.

The Arthur W. Soper Prize Scholarship in Latin, established by Arthur W. Soper, M.A. (Hon.), 1893, is awarded to a senior who has excelled in Latin and who elects a course in the discipline during the senior year.

The Chauncey S. Truax Prize Scholarship in Greek is awarded to the senior who has stood highest in the study of Greek for the first three years with an average grade of no less than 85. Preference is given to candidates who entered Hamilton as freshmen with credit in Greek.

The Vrooman Prize Scholarship, established through the generosity of John W. Vrooman, is awarded to a freshman who has achieved academic excellence, has need for scholarship aid, and who has enrolled for at least one course in the Classics Department.

The Sidney Wertimer, Jr. Prize Scholarships in Economics, established by John Phillips, Jr., Class of 1969, and John Phillips, Sr., in honor of Sidney Wertimer, Jr., are awarded to three juniors who have excelled in the study of economics.

The Lawrence K. Yourtee Prize Scholarship, established by friends and former students in honor of Professor Yourtee, who taught chemistry at Hamilton from 1948 to 1982, is awarded to the student who has shown the greatest improvement in General Chemistry in the freshman year.

Fellowships

Fellowships are awarded to graduating seniors to assist them in furthering their education.

The Manley F. Allbright Fellowship, established by Mrs. Manley F. Allbright in memory of her husband, a member of the Class of 1903, provides funds for the first year of graduate study in a divinity school.

The Samuel F. Babbitt Kirkland College Fellowship, named in honor of the first and only president of Kirkland College, is awarded to the woman graduate who best exemplifies the spirit of individual learning that was associated with Kirkland College, to assist her in meeting the expenses of pursuing an advanced degree.

The James H. Glass Fellowship, established by Dr. James H. Glass, M.A. (Hon.), 1912, is granted for two years of graduate study in biology to any member of the senior class who has demonstrated a high order of scholarly attainment in general and has shown marked ability and special aptitude for research in biology.

Hamilton Fellow at George Watson's College, Edinburgh, Scotland, serves an internship in teaching, extracurricular activities, and dormitory counseling.

The Franklin D. Locke Fellowship was established under a provision of the Chauncey S. Truax Prize and provides an award for graduate study in Greek.

The Elihu Root Fellowships, established in 1894 by Elihu Root, Class of 1864, are granted to members of the senior class who have shown high achievement and special aptitude for research in one or more of the departments of science and who plan to pursue graduate study in science.

The Judge John Wells Fellowship, established under a provision of the Glass endowment, provides a stipend for graduate work in the general areas of government and political science to any member of the senior class who has demonstrated a high order of scholarly attainment in general and has shown marked ability and special aptitude for research in political science.

Internships

Internships are awarded to support student research projects during the academic year or over the summer.

The Casstevens Family Fund was established by Mr. and Mrs. O.L. Casstevens, parents of Martin '80 and Michael Casstevens '91, to support students working on special research projects.

The Ralph E. Hansmann Science Students Support Fund, established in honor of Ralph E. Hansmann, Class of 1940 and a Life Trustee of the College, provides support for science students in doing research during the academic year or over the summer.

The Howard Hughes Science Students Research Program, made possible through a grant from the Howard Hughes Medical Institute, provides support for undergraduate science students in pursuing independent summer research projects.

The Don Potter Endowment in Geology, established by friends and former students of Donald B. Potter in recognition of his 34 years as a teacher of geology at Hamilton, provides support for undergraduates in pursuing geological field research. Preference is given summer field research projects.

The Sergei S. Zlinkoff Summer Fellowship Program, made possible through grants from the Zlinkoff Foundation for Medical Research and Education, provides summer research support for students who plan to attend medical school.

Prizes

Most prizes are given for academic achievement, either in general coursework, in a particular discipline, or in an essay or other exercise. A few prizes recognize service to the college community or personal character. Prizes are awarded in the fall, in the spring on Class and Charter Day, and at Commencement. In all cases, prize committees reserve the right not to award a prize in any given year should there be no candidate or no candidate's entry of sufficient merit.

Achievement Prizes

The Babcock Prize in Philosophy and Pedagogy, established by Edward S. Babcock, Class of 1896, is awarded to a senior who has excelled "in philosophy, and particularly in the science of pedagogy."

The Edwin Barrett Prize, established by alumni in honor of Professor Barrett, who taught English and Theatre at Hamilton from 1950 to 1987, is awarded to a student who, at the end of the sophomore year, has made a significant contribution to the College's theatre program.

The James L. Bennett Prize, established by Emma M. Bennett Elsing in memory of James L. Bennett, Class of 1871, is awarded to a senior who has completed the junior year with distinction.

The Emily and Alfred Bohn Prize in Studio Art, established by Harold C. Bohn, Class of 1926, in memory of his parents, is awarded to a junior or senior who demonstrates significant progress in studio art.

The Harold C. Bohn Prize in Anthropology was established by Harold C. Bohn, Class of 1926, and is awarded to a student who has excelled in the study of anthropology.

The Brockway Prize, established by A. Norton Brockway, Class of 1857, is awarded to that member of the freshman class who has made the best academic record.

The G. Harvey Cameron Memorial Prize, established by family, friends, and former students to honor the memory of Professor Cameron, who taught physics at Hamilton from 1932 to 1972, is awarded to that freshman or sophomore who shows the most promise in experimental physics.

The Nelson Clark Dale, Jr. Prize in Music was established in memory of Captain Nelson Clark Dale, Jr., USMC, Class of 1942, by his parents, and is awarded to a student who has shown exceptional ability in music as a composer, interpreter, or leader, or who has contributed most to the musical life of the College.

The Darling Prize in American History, established by Charles W. Darling, Class of 1892, and supplemented by a friend of the College, is awarded to the senior having the most distinguished record in at least four courses in American history.

The Donald J. Denney Prize in Physical Chemistry, established by friends and former students in honor of Donald J. Denney, who taught chemistry at Hamilton from 1957 to 1986, is awarded annually to a student who excels in physical chemistry.

The Hadley S. DePuy Campus Service Awards are given each year to those students who, in the opinion of the Student Assembly, have made significant contributions in the area of campus service. Individual awards consist of a plaque, with the student's name inscribed thereon.

The Arthur O. Eve Prize is awarded annually to the graduating senior in the Higher Education Opportunity Program/College Scholars Program who best exemplifies academic achievement and community service.

The Dr. Edward Fitch Prize in Greek, founded by E. Root Fitch, Class of 1886, is awarded annually to that student who, on completion of one year of Greek, has maintained the best record in that subject. To be eligible for the award, the appointee must elect Greek in the following year.

The Dr. Edward Fitch Prize in Latin, founded by E. Root Fitch, Class of 1886, is awarded annually to that student who, on completion of one of two years of Latin, has maintained the best record in that subject. To be eligible for the award, the appointee must elect Latin in the following year.

The Gélas Memorial Prize, established in 1955 by a group of alumni to honor the memory of Jean-Marius Gélas, fencing coach and professor of physical education from 1921 to 1946, is awarded to the senior who has shown the greatest development in strength of character, leadership, and athletic ability while at Hamilton.

The Michael T. Genco, Jr. Prize in Photography, established by family and friends of Michael T. Genco, Jr., Class of 1985, is awarded to that student who, in the opinion of the appropriate faculty members of the Art Department, has submitted the most outstanding work to the Genco Photographic Contest and who has shown an unusual interest in photography.

The Francis W. Gilbert Prize was established by the Class of 1953 in memory of Francis Gilbert, fellow in history at Hamilton College from 1946 to 1953. It provides a cash award to that sophomore who, in the opinion of the Dean of Students, has shown the greatest scholastic improvement in the spring term of the freshman year.

The William Gillespie Prize in Art, established in memory of William J. Gillespie, Class of 1962, is awarded to a concentrator in art who excels in that subject.

The Adam Gordon Campus Service Awards, established in 1978 in memory of Adam Gordon, Class of 1980, provide cash prizes to be awarded annually to those students who, in the opinion of the Student Assembly, have made significant contributions in the area of campus service.

The Edgar Baldwin Graves Prize in History, established by his former student, David M. Ellis, Class of 1938, is awarded to a senior who excels in the study of history.

The Mary McMaster Hallock Prize in Science was established by Andrew C. Hallock, Class of 1938, in memory of his wife. It is awarded to a senior who has been admitted to medical school and who, in the judgment of the Health Professions Advisory Committee, has demonstrated excellence in coursework in science.

The Hamilton College Book Award in Russian is given to a student who has excelled in the study of Russian.

The Franklin G. Hamlin Prize in French, established by former students in honor of Professor Hamlin, who taught French at Hamilton from 1949 to 1980, is awarded to a senior who has excelled in French and plans to continue its study, or the study of a related field, in graduate school.

The Charles J. Hasbrouck Prize in Art History, established by Mr. and Mrs. Kenneth E. Hasbrouck, Sr., in memory of their son, Charles J. Hasbrouck, Class of 1974, is awarded to a senior who has excelled in the study of art history.

The Hawley Prizes in Greek and Latin, established by Martin Hawley, Class of 1851, are awarded for excellence in Greek and Latin. Equal in value, the prizes take the form of books and are selected by the winners each year.

The Holbrook Prize in Biology, established by David A. Holbrook, Class of 1844, is awarded to the senior having the best record in six courses in biology.

The Thomas McNaughton Johnston Prize in English, established by friends and former students in honor of Professor Johnston, who taught English at Hamilton from 1934 to 1972, is awarded to the student writing the most elegant essay submitted to the English Department during the year.

The Kirkland Prize, established by Mr. A.R. Kirkland, is awarded to a student who excels in mathematics.

The Kneeland Prize, established by the Rev. Martin Dwelle Kneeland, Class of 1869, is awarded to the student who has the best record when the grades in two courses on the Bible and in an essay competition on an assigned biblical subject are combined.

The Edwin B. Lee, Jr. Prize in Asian History/Asian Studies, established by Alan H. Silverman, Class of 1976, in honor of Professor Lee, who taught history at Hamilton from 1958 to 1987, is awarded to a senior who has excelled in the study of Asian history or in Asian studies.

The Dwight N. Lindley Prize, established in honor of Dwight N. Lindley, Class of 1942 and a professor of English at Hamilton from 1952 to 1986, provides an award for the best essay written during the academic year in either English 150 or English 200.

The Leo Mackta Prize in Physics, established in honor of Dr. Leo Mackta by his daughter, Betsy Mackta Scott, Kirkland College Class of 1972, and her husband, Thomas J. Scott, Jr., is awarded to a student who excels in applied physics.

The Jonathan Marder Prize, established by Mr. and Mrs. Marder in memory of their son, a member of the Class of 1976, is awarded to a senior who excels in the study of psychology.

The Thomas E. Meehan Prize in Creative Writing, established by Thomas E. Meehan, Class of 1951, is awarded to two juniors who have distinguished themselves in creative writing.

The James Soper Merrill Prize, established in memory of James Soper Merrill by his cousin, James P. Soper, Class of 1911, is awarded at Commencement to that member of the graduating class "who, in character and influence, has best typified the highest ideals of the College." Selected by the Faculty, the recipient is presented with a gold watch.

The J. Barney Moore Prize in Art, established by the Class of 1982 in memory of J. Barney Moore, is awarded to a senior who excels in studio art.

The George Lyman Nesbitt Prizes were established by friends of Professor Nesbitt, valedictorian of the Class of 1924, who taught English at Hamilton from 1924 to 1926 and from 1930 to 1973, and are awarded to the valedictorian and the salutatorian.

The Norton Prize, established by Thomas Herbert Norton, Class of 1873, is awarded to the undergraduate who has demonstrated the greatest capacity for research in chemistry.

The Payne Hills Prize, established in 1982 by the Maynard family, is a Brunton pocket transit awarded annually to a member of the junior class excelling in geology field work.

The Walter Pilkington Prize, established by a friend of the College, is awarded to a student who has rendered distinguished service to the community in the areas of print and radio journalism and dramatics.

The Procter & Gamble Prize for Campus Leadership is awarded by the Procter & Gamble Company to a minority student who is a rising senior in recognition of campus and community leadership. The recipient is selected by the Dean of Students on the recommendation of appropriate members of the Faculty and administration.

The Public Policy Prize, established by a friend of the College, is awarded to the senior with the best record in the Public Policy Program and in the Public Policy Seminar.

The Putnam Prize in American History was established by a gift from Dr. Frederick W. Putnam of Binghamton, and was supplemented by a friend of the College. The gift provides a prize of books for the senior having the second-most distinguished record in at least four courses in American history.

The Renwick Prize in Biology, founded by Edward A. Renwick, is awarded to a member of the senior or junior class appointed by the Faculty and provides a scholarship for the study of biology during the summer vacation.

The Jack B. Riffle Awards for Senior Athletes were established by alumni and friends of Jack B. Riffle, Class of 1950 and a Trustee of the College from 1979 to 1986. They are awarded to an outstanding male and an outstanding female athlete in the senior class who, in the judgment of the Director of Athletics, also demonstrate the highest ideals of competitive sports.

The Rogers Prize in Geology, established by E. Albert Rogers, Class of 1898, is awarded to a senior majoring in geology and excelling in the courses in that concentration.

The Senior Prize in Biochemistry/Molecular Biology is awarded to the outstanding concentrator in Biochemistry/Molecular Biology.

The Senior Prize in Comparative Literature is awarded to the outstanding senior concentrator in comparative literature.

The Senior Prize in Dance is awarded to the outstanding senior concentrator in dance.

The Senior Prize in Government is awarded to the outstanding senior concentrator in government.

The Senior Prize in Sociology is awarded to the outstanding senior concentrator in sociology.

The Senior Prize in Theatre and Dance is awarded to the outstanding senior concentrator in theatre.

The B.F. Skinner Prize, established in honor of B.F. Skinner, Class of 1926, is awarded to a senior who excels in psychological research.

The H. Samuel Slater Prize in Romance Languages, established in memory of his father-in-law, H. Samuel Slater, by Milton P. Kayle, Class of 1943 and a former Trustee of the College, is awarded to a student who, at the end of the sophomore year, has excelled in the study of a Romance language.

The Southworth Prize in Physics, established by Tertius D. Southworth, Class of 1827, is awarded to a senior who excels in physics.

The Squires Prize in Philosophy, established by Byron B. Taggart, Class of 1896, in honor of William Harder Squires, Class of 1888, is awarded annually to the senior who has the highest grade when the marks for six courses in philosophy and a special examination designed for the purpose are combined.

The Tarbell Book Prize in Organic Chemistry is awarded to that student who has just completed organic chemistry with distinction, demonstrated high aptitude for the subject matter, and evinced strong interest in organic chemistry.

The Tompkins Prize in Mathematics, established by Hamilton B. Tompkins, Class of 1865, is awarded to two juniors who excel in mathematics. The award is made upon the basis of an examination near the close of the junior year, involving three years of work in mathematics.

The Underwood Prize in Chemistry was established as a fund by George Underwood, Class of 1838, increased by J. Platt Underwood, Class of 1870, and is awarded to a senior who excels in chemistry.

The John Lovell Watters Prize, established in memory of John L. Watters, Class of 1962, is awarded to a graduating senior who has demonstrated excellence in French and who has made significant contributions to the intercollegiate athletic program.

The Karen Williams Theatre Prize, established in memory of Karen L. Williams, Class of 1988, is awarded to a member of the junior class who is majoring in theatre and who has demonstrated a generosity of spirit and commitment to theatre activities at Hamilton.

The Winchell Prize in Greek, established by Walter B. Winchell, Class of 1880, is awarded annually to the student who, beginning Greek in college, has the best record in six courses in this language.

The Winslow Prize in Greek, established by William Copley Winslow, Class of 1862, is awarded to the member of the sophomore class attaining the greatest proficiency in Greek for the year.

The Winslow Prize in Latin, established by William Copley Winslow, Class of 1862, is awarded to the member of the freshman class attaining the greatest proficiency in Latin for the year.

The Winslow Prize in Romance Languages, established by William Copley Winslow, Class of 1862, is awarded to the member of the junior class attaining the greatest proficiency in Romance languages while in college.

The Wyld Prize in German, established by Lionel D. Wyld, Class of 1949, in memory of Mary E. and Fred H. Wyld, Sr., is awarded to a junior or senior for excellence in German as evidenced by coursework and an essay.

Public Speaking Prizes

The Clark Prize, established by Aaron Clark, and increased by Henry A. Clark, Class of 1838, is awarded to that senior who is adjudged to be the best speaker in the annual Clark Oratorical Contest.

The McKinney Speaking Prizes, established by Charles McKinney, are awarded to the three students, one in each of the three lower classes, who have been determined the best speakers in competition.

The Earl H. Wright Prize for Distinction in Advocacy, established in memory of Earl H. Wright by his son, Warren E. Wright, is awarded to that student who shows the most promise in spoken forensic argument or who has shown the most improvement in public speaking.

The Warren E. Wright Prize in Public Speaking, established by Robert S. Ludwig, Class of 1972, in honor of Warren E. Wright, the Upson Professor of Rhetoric and Oratory from 1977 to 1993, is awarded to that student who is determined to be the best speaker in the annual Wright Prize competition.

Writing Prizes

The Academy of American Poets Prize is awarded each year by the Academy of American Poets, based upon the results of competition involving ten selected colleges.

The Dean Alfange Essay Prizes, established by Dean Alfange, Class of 1922, are awarded to the students who write the best and second-best essays on a feature or an issue of American constitutional government.

The Cobb Essay Prize, established by Willard A. Cobb, Class of 1864, is awarded to the student submitting the best essay on journalism.

The Cunningham Essay Prize, established by John Howard Cunningham, Class of 1866, is awarded to the senior submitting the best essay on some phase of the life of Abraham Lincoln.

The Adam Gordon Poetry Prize for Freshmen, established in memory of Adam Gordon, Class of 1980, is awarded for the best poem submitted by a member of the freshman class.

The Head Essay Prize, established by Franklin H. Head, Class of 1856, is awarded for the best senior essay upon a theme relating to Alexander Hamilton.

The Hutton Essay Prize, established by the Rev. William Hutton, Class of 1864, is awarded to the sophomore submitting the best essay on an assigned subject in history, translations, or literature of the Bible.

The Wallace Bradley Johnson Prize, established by alumni of the College in honor of Wallace B. Johnson, Class of 1915, is awarded to that student who writes the best one-act play produced at the College.

The Kellogg Essay Prizes, established by Charles C. Kellogg, Class of 1849, are awarded to a junior, sophomore, and freshman, each of whom has excelled in English essays.

The Kirkland Endowment Essay Prize in Interdisciplinary Studies, established by the Kirkland Endowment Advisory Committee, is awarded to the student who writes the best essay on interdisciplinary studies.

The Raphael Lemkin Essay Prize was established by an alumnus in memory of Raphael Lemkin, a distinguished European academician, survivor of the Holocaust, and inspirer of the United Nations Convention on Genocide. It is awarded to the student writing the best essay on a topic related to Mr. Lemkin's concerns and reflecting his ideals.

The Pruyn Essay Prize, made possible by a fund set up in 1863 by former Chancellor John Van Schaick Lansing Pruyn of the University of the State of New York, is awarded to the senior or junior writing the best essay on "The Duties of Educated Young Citizens."

The Soper Essay and Research Prizes, established by Arthur W. Soper, Class of 1893, are awarded for the best essay on a topic in economics assigned by the Faculty and for the best research paper in economics. The competition is open to all seniors who are taking a second- or third-year course in economics.

The Rose B. Tager Prize is awarded to the student writing the best short story.

The Todd Prize in Rhetoric and Mass Media, established by Charles Lafayette Todd, Class of 1933 and the Upson Professor of Rhetoric and Oratory from 1960 to 1977, is awarded to the student who writes the best essay on the influence of the electronic media on political discourse and advocacy that shape public attitudes and behavior.

The George A. Watrous Literary Prizes, established by Mrs. Edgar W. Couper in memory of her father, who was an English teacher and scholar, are awarded in poetry, fiction, and criticism, with an additional prize for the winner whose work is considered to be the most promising.

The John V. A. Weaver Prize in Poetry was established by Peggy Wood in memory of her husband and is awarded for excellence in a poem or poems submitted for consideration.

The Sydna Stern Weiss Essay Prize in Women's Studies, established by the Kirkland Endowment Advisory Committee and named in memory of Sydna Stern Weiss, who taught German at Hamilton from 1974 to 1991, is awarded to the student who writes the best essay in women's studies.

Recipients of Prize Scholarships, Fellowships, and Prizes

During 1993-94, as a result of national competition, a Watson Fellowship was awarded to Kosali N. Ilayperuma, a graduating senior.

The following prize scholarships, fellowships, and prizes were awarded by Hamilton in 1993-94:

Prize Scholarships

Benjamin Walworth Arnold Prize Scholarships—
Senior, Lisa D. Reifenberg; *Junior*, Alan W. K. Lee; *Sophomore*, Qijia Fu

Robert A. Bankert, Jr. Prize Scholarship—Erik C. Coleman

Dr. Philip I. Bowman Prize Scholarship—Todd D. Moore

Madeleine Wild Bristol Prize Scholarship in Music—Shun Nga Helen Lee

Coleman Burke Prize Scholarship—Joseph M. Mrozienski, Karen L. Werkhoven

Carter Family Prize Scholarship—Laura A. Engelhardt

Thomas E. Colby III Prize Scholarship in German—Laura A. Engelhardt, Jacob P. Michlewicz

Frank C. and Marion D. Colridge Prize Scholarship—James A. Serhant II

Curran Prize Scholarship—Carolyn C. Antonio

Captain Gerald FitzGerald Dale Senior Prize Scholarship—Karen M. Volmar

Charles A. Dana Prize Scholarships—Benjamin S. Alderfer, Jane W. Couperus, Christian C. Knutsen, Paul K. Koreen, Christine M. Neufeld, Karen L. Werkhoven, Jennifer A. Wilson

Dirvin Family Prize Scholarship—Karen L. Werkhoven

Ned Doyle Prize Scholarships—
Junior, Jonathan E. Greene; *Sophomore*, Brian D. Green; *Freshman*, Scott T. Milleisen

Joseph Drown Prize Scholarship—William P. Russell, Jr.

Duell German Prize Scholarship—Kosali N. Ilayperuma

Fayerweather Prize Scholarships—Qijia Fu, Melissa A. Kastler, Stoyko Nikolov, Nahid I. Rahman, Kara E. Stanek, Karen L. Werkhoven, Jennifer A. Wilson

Dr. Edward R. Fitch Prize Scholarships in Classical Languages—James A. Caprio, *Greek*; Todd D. Moore, *Latin*.

Randall J. Harris Prize Scholarship in Philosophy—Andrea R. Eastman, David K. Tranter

L. David Hawley Prize Scholarship in Geology—William J. Ferguson

Edward Huntington Memorial Mathematical Prize Scholarship—Murat Ozvardar, Lisa D. Reifenberg

Grant Keehn Prize Scholarship—Ann C. Crothers

Leonard E. and Sue J. Kingsley Prize Scholarship—Ezra B. Baylin, Todd D. Moore

Paul S. Langa Prize Scholarship—Julie A. Tignor

Calvin Leslie Lewis Prize Scholarship in the Dramatic Arts—Laura A. Engelhardt

Herbert M. Lockwood Memorial Prize Scholarship—Eric L. Sussman

Willard Bostwick Marsh Prize Scholarships—Amy L. Abair, Bonnie Carr, Judy Chan, Indraneel Das, Yance L. Ford, Catherine E. Hyde, Alan W. K. Lee, Yunfei Li, William P. Russell, Jr., Lille C. Springall-Gautier

Marcel Moraud Memorial Prize Scholarship—Claire B. Goldstein

Robert Leet Patterson Prize Scholarships in Philosophy—Stephen B. Hudak II, Charles H. Lewis, Victoria L. LoCascio, Michael G. Mosier

Frank Humphrey Ristine Prize Scholarship—Theodore L. Monoson

Oren Root Prize Scholarships—Yunfei Li, Rahul Roy Chowdhury

Jenny Rubin Memorial Prize Scholarship—Kristen L. Burt

William John Schickler III Prize Scholarship—Ezra B. Baylin

Arthur W. Soper Prize Scholarship in Latin—Christopher N. Read

Vrooman Prize Scholarship—Amy L. Olson

Sidney Wertimer, Jr. Prize Scholarships in Economics—Justin A. McCormack, Robert S. Montano, James B. Morehead, Asli Tugrul

Lawrence K. Yourtee Prize Scholarship in Chemistry—Carrie J. Deming, Heidi Van Scoy

Fellowships

The Samuel F. Babbitt Kirkland College Fellowship—Julie A. Tignor

Hamilton Fellow at George Watson's College—Brian S. Glaser

James H. Glass Fellowship—Jeffrey D. Schraver

Franklin D. Locke Fellowship—Christopher N. Read

The Elihu Root Fellowships in Science—Vanessa J. Barniak, Aditya Bhasin, Brandon C. Collings, Indraneel Das, Gregory S. Elmer, Félix Fernández-Alonso, Daniel S. Gruner, Catherine H. Lamont, Joseph R. Marcoline, Heather G. McElroy, Antonio B. Rodriguez, Devin T. Shay, Marc R. Simon, Lukasz M. Urban, John B. Wedding

The Judge John Wells Fellowship—Andrew J. Lee, Barbara M. Paul

Achievement Prizes

Babcock Prize in Philosophy and Pedagogy—Terrence A. MacMullan

Edwin Barrett Prize—Randi D. Glass, Joseph H. Wright IV

James L. Bennett Prize—Stephen F. Groening

Emily and Alfred Bohn Prize in Studio Art—Kristin F. Chormann

Harold C. Bohn Prize in Anthropology—Brian J. Brownholtz, Emily A. Ufford

Brockway Prize—Qijia Fu

G. Harvey Cameron Memorial Prize—Deborah L. Hamilton, Ema Kisel

Darling Prize in American History—Lisa D. Reifenberg

Donald J. Denney Prize in Physical Chemistry—Félix Fernández-Alonso

Hadley S. DePuy Campus Service Awards—Tarik Abdelazim, Whitney N. Ashbridge, Myron A. Brown, Andrew C. Edelson, Joseph D. Iuorno, Marcus L. Johnson, Kerry M. Mitchell, James B. Morehead, Richard E. Sullivan, Jr., Caroline L. Thomas, Gabriel D. Unger

Arthur O. Eve Prize—Desmond Bailey, Valrie C. Barrett

Dr. Edward Fitch Prize in Greek—James A. Caprio

Gélas Memorial Prize—Eric J. Macrina

Michael T. Genco, Jr. Prize in Photography—Naomi J. Migel

Francis W. Gilbert Prize—Anthony J. Pasiak II

William Gillespie Prize in Art—Lee Arnold

Adam Gordon Campus Service Awards—Valrie C. Barrett, Kevin P. Davidsen, Sarah D. Gee, Amy D. Little, Daniel M. Murdock, William P. Russell, Jr., Julie C. Saslow, Eric M. Strait, Jennifer Tsuha, Lukasz M. Urban

Edgar Baldwin Graves Prize in History—Lisa D. Reifenberg

Mary McMaster Hallock Prize in Science—Michael J. Domingue

Hamilton College Book Award in Russian—Mary K. Heilman, James B. Metz, Anthony F. O'Rourke

Franklin G. Hamlin Prize in French—Claire B. Goldstein

Charles J. Hasbrouck Prize in Art History—Holly L. Garrison

Hawley Prize in Greek—Anthony H. Leness

Hawley Prize in Latin—Mills M. Chapman

Holbrook Prize in Biology—Michael J. Domingue, Julie A. Tignor

Thomas McNaughton Johnston Prize in English—Karin J. Gosselink

Kirkland Prize—Aditya Bhasin, Murat Ozvardar, Lisa D. Reifenberg

Kneeland Prize—Stephen F. Groening

Dwight N. Lindley Prize—Katherine E. Dexter

Jonathan Marder Prize—Vanessa G. Woog

Thomas E. Meehan Prize in Creative Writing—Bonnie Carr, Whitney E. Martin

James Soper Merrill Prize—Lisa D. Reifenberg

J. Barney Moore Prize in Art—Kristin F. Chormann

George Lyman Nesbitt Prize— Valedictorian, Lisa D. Reifenberg; *Salutatorian,* Lille C. Springall-Gautier

Norton Prize—Félix Fernández-Alonso

Payne Hills Prize—Gregory W. Dunn

Walter Pilkington Prize—Elizabeth A. Fox

Procter & Gamble Prize for Campus Leadership—McLloyd O. Onwubere

Public Policy Prize—Anne M. Iverson

Putnam Prize in American History—Matthew W. Jones

Renwick Prize in Biology—Sara E. Childs

Jack B. Riffle Awards for Senior Athletes—Giselle M. Baluarte, Marc R. Simon

Rogers Prize in Geology—Michelle A. Walvoord

Senior Prize in Biochemistry/Molecular Biology—Lilja B. Solnes

Senior Prize in Comparative Literature—Melissa K. Tourtellotte, Karen M. Volmar

Senior Prize in Government—Robert N. Klieger

Senior Prize in Sociology—Opal J. Jones, Elizabeth D. Woodley

Senior Prize in Theatre—Lisa C. Schreiner

H. Samuel Slater Prize in Romance Languages—Lisa L. D'Elia

Soper Research Prize—Kosali N. Ilayperuma

Southworth Prize in Physics—Brandon C. Collings, John B. Wedding

Squires Prize in Philosophy—Cora C. Horsley

Tarbell Book Prize in Organic Chemistry—Michael J. Domingue

Tompkins Prize in Mathematics—
First, Yunfei Li; *Second,* Tianyu Ma, James B. Morehead

Underwood Prize in Chemistry—Aditya Bhasin, Félix Fernández-Alonso

John L. Watters Prize—Erica B. Curtis

Karen Williams Theatre Prize—Rhonda L. A. Celestain

Women of Color Prize—Cynthia C. Mondesir

Wyld Prize in German—Christa Ehmann

Public Speaking Prizes
The Clark Prize—Ava K. Corey

Earl H. Wright Prize for Distinction in Advocacy—Cristina Maglieri

Warren E. Wright Prize in Public Speaking—Gary D. Tucker

Writing Prizes
Academy of American Poets Prize—Anthony P. Lacavaro

Adam Gordon Poetry Prize for Freshmen—Jennifer J. Bogdanski

Hutton Essay Prize—Christine M. Neufeld

Wallace Bradley Johnson Prize—First, Edgar D. Sager III; *Second*, Ava K. Corey

Kellogg Essay Prize—Nicholas Mastrocinque, Jr.

Kirkland Endowment Essay Prize in Interdisciplinary Studies—Christa Ehmann

Raphael Lemkin Essay Prize—Mary K. Heilman

Rose B. Tager Prize—Kamila N. Shamsie

Todd Prize in Rhetoric and Mass Media—Walter A. March

George A. Watrous Literary Prizes—
Criticism, Karin J. Gosselink; *Fiction*, Thuy Da Lam;
Poetry, Anthony P. Lacavaro; *Most Promising*, Karin J. Gosselink

John V.A. Weaver Prize in Poetry—Anthony P. Lacavaro

Sydna Stern Weiss Essay Prize in Women's Studies—Amy D. Little, Samantha R. Reder

Senior Fellows
Aditya Bhasin, *Nuclear Magnetic Resonance Spectrum Prediction Using a Neural Network: An Artificial Intelligence Approach to Organic Spectroscopy.*

Félix Fernández-Alonso, *Rotational Energy Transfer and Relaxation of Electroncially-Excited Nitric Oxide in Atmospheric Flames and Flow Cells.*

Yance LaShonn Ford, *The Search for Refuge: A Sculptural and Performative Exploration of Personal Truths.*

Lukasz Maria Urban, *Isolation and Characterization of Neurocuprein: A Type II Copper Protein.*

Federal and State Assistance Programs

Federal Awards

All federal assistance programs are constantly under review. The statements below were accurate as of July 1994, but subsequent legislation may have altered some of the programs. Please contact the Financial Aid Office if you have any questions.

A candidate's eligibility for the following federal aid programs is based on a formula developed by the Congress of the United States and referred to as the Federal Methodology. The College may amend FM results in the awarding of institutional funds.

Federal Pell Grants

The former Basic Educational Opportunity Grant Program was renamed in 1980 after Senator Claiborne Pell in honor of his efforts to help establish the program. Grants for full-time study currently range between $400 and $2,300. Grant amounts may be adjusted annually to reflect amounts authorized and appropriated by the federal government.

The amount of an individual's award is determined by the Director of Financial Aid based on a valid Student Aid Report (SAR). Candidates will receive an SAR after filing a Free Application for Federal Student Aid (FAFSA). The SAR reflects student eligibility based on a formula developed by the United States Congress.

In order to continue receiving awards, a student must make satisfactory academic progress, and must not owe any refunds to the Pell Grant or other federal aid programs or be in default on repayment of any student loan.

Federal Supplemental Educational Opportunity Grants (SEOG)

Supplemental Grants range between $100 and $4,000 annually and are awarded to students who demonstrate need, with preference given to recipients of Federal Pell Grants. The College's annual federal allocation of SEOG funds is adequate to make only about 80 awards. Candidates who demonstrate need continue to be eligible for SEOG assistance during the period required for the completion of the first undergraduate baccalaureate course of study.

Federal Perkins Loans

All candidates who apply for assistance are considered for Federal Perkins Loans. The number of Perkins Loans awarded annually may vary, depending upon repayments received by Hamilton from past borrowers, as well as federal appropriations. Aggregate maximum Perkins Loan debt is $15,000 through completion of the baccalaureate degree, but not more than $3,000 in any one year. The current interest rate on Perkins Loans is 5% on the unpaid balance. Repayment normally begins after graduation. Deferments are possible for several reasons, including military service and work in the Peace Corps or VISTA.

Federal Family Education Loan Program

The Higher Education Amendments of 1992 extended borrowing opportunities to all families, regardless of income or need. Students are eligible to borrow through the Robert T. Stafford Loan Program, and parents may borrow through a program called Parent Loans for Undergraduate Students (PLUS). Interest subsidy for Stafford Loans, however, is restricted to those borrowers who demonstrate eligibility as based on the Federal Methodology. All student borrowers must file the Free Application for Federal Student Aid in order to receive consideration for interest subsidy. The combined Stafford and PLUS loan amount cannot exceed the cost of education, less other financial aid received. Federal Family Loans are available only to United States citizens or to non-citizens who have permanant resident status. Lending institutions such as banks and credit unions provide funds for both the Stafford and PLUS loans.

Robert T. Stafford Federal Student Loan Program
Loans of up to $2,625 for first year, $3,500 for second year, and $5,500 for third and fourth year students are available for study at Hamilton through the Stafford Loan Program. Maximum indebtedness cannot exceed $23,000. The average indebtedness at Hamilton is much less than the statutory maximum. The interest rate on Stafford Loans is established at the time the first loan is made. The rate for those who borrowed for the first time on or after October 1, 1992, is variable, but cannot exceed 9%.

Even though the statuatory maximum may be borrowed, interest subsidy is available only on that portion for which the borrower has demonstrated need. It is necessary, therefore, for all applicants to file the Free Application for Federal Student Aid (FAFSA). An origination fee will be deducted from all loans at the time of disbursal.

Federal PLUS Loans
Parent Loans for Undergraduate Students are available only to creditworthy borrowers who seek assistance in meeting expected family contributions. There is no current maximum loan except that the amount borrowed cannot exceed the cost of education, less other financial assistance received by the student.

The interest rate for a PLUS first disbursed after October 1, 1992, is variable, but cannot exceed 10%. Variable interest rates are set each June. Lenders are charged with the responsibility of notifying borrowers of interest rate changes.

Lenders may collect an insurance premium of up to 3% of the loan principal. Also deducted proportionately from each disbursement is a 5% origination fee. Federal PLUS borrowers are generally expected to begin repayment within 60 days after the final loan disbursement. Deferments or postponements of payment on the principal are available in limited instances. Borrowers may wish to contact their lenders for specific information.

Federal College Work-Study Program (CWSP)
For students in financial need, Hamilton arranges jobs on-campus, or off-campus with public or private non-profit agencies such as hospitals. Application is made through the Financial Aid Office. Hamilton gives preference to students who have the greatest financial need and who must earn a part of their educational expenses. Class schedule, academic progress, and health are also considered in determining eligibility. Wage is determined by the nature of the job and the qualifications of the applicant.

United States Bureau of Indian Affairs Aid to Native Americans
Students who are at least one-fourth Native American Indian, Eskimo, or Aleut and are enrolled members of a tribe, band, or group recognized by the Bureau of Indian Affairs may qualify for aid under this program. Application forms may be obtained from the Bureau of Indian Affairs Office.

Veterans Administration (VA) Educational Benefits
Persons who served more than 180 days between January 31, 1955, and January 1, 1977, and continue on active duty, were honorably discharged at the end of their tours of duty, or who qualify because of service-connected disabilities, are eligible for benefits. Veterans are entitled to benefits for one and one-half months of study for each month of service, up to 45 months.

Children, spouses, and survivors of veterans whose deaths or permanant total disabilities were service-connected, or who are listed as missing in action, may be eligible for benefits under the same conditions as veterans.

State Awards

In compliance with the New York State Education Department regulations, eligibility for the continuation of funds awarded through the Tuition Assistance Program (TAP) or Regents Awards for Children of Deceased or Disabled Veterans requires the following minimal levels of academic progress:*

* Legislation passed in July 1981 subjects only those candidates who received any of the above awards for the first time during the 1981-82 year or thereafter to these regulations.

Pursuit of the program of study toward the baccalaureate degree requires the completion of at least two courses during both the fall and spring terms of the freshman year, and the completion of at least three courses during the fall and spring terms of each succeeding year.

Satisfactory progress toward the completion of the degree requirements must be achieved. Satisfactory progress is not made by students who fail to pass at least half of the courses carried, who accumulate failures in a total of five courses, or who incur a third probation. Satisfactory progress includes the following minimal number of courses passed for the respective semi-annual TAP payments: first payment = 0 units, second payment = 3 units, third payment = 7 units, fourth payment = 10 units, fifth payment = 14 units, sixth payment = 17 units, seventh payment = 21 units, eighth payment = 24 units.

Failure to maintain these minimal standards of academic progress will result in the loss of funds from the TAP program. Any questions regarding this requirement should be addressed to either the Registrar or the Director of Financial Aid.

Tuition Assistance Program (TAP)

The Tuition Assistance Program is available to any New York State resident who is enrolled full time in an approved educational program in New York State. The amount of TAP is based on the amount of tuition charged and family net taxable income (income after deductions). Net taxable income (NTB) may be adjusted for additional family members enrolled in college full time, or for child support received from a non-custodial parent.

The maximum net taxable income for TAP eligibility during the academic year is $50,500, but varies depending upon when TAP was first received. Awards will range from $300 to $4,125 per year, depending on the NTB and the year in which the first award was received. After a candidate has received payment for four semesters of study, his or her maximum award is reduced by $200 per year for each subsequent year of study. Undergraduate students generally will be eligible for no more than eight semesters of TAP payments, although students in certain pre-approved programs may be eligible for up to ten semesters.

Applications for TAP must be filed annually with the New York State Higher Education Services Corporation, 99 Washington Avenue, Albany, NY 12255. The application deadline for the 1995-96 academic year is May 1, 1995. Filers may also use a state version of the FAF to apply.

Vietnam Veterans Tuition Award Program

The Vietnam Veterans Tuition Award Program provides financial assistance to veterans enrolled in undergraduate degree programs on either a full- or part-time basis. A listing of the institutions having approved degree programs is included in the supplemental application.

To be eligible under this program, the veteran must:

- have served in the armed forces in the United States in Indochina between January 1, 1963, and May 7, 1975;
- have been discharged from the service under other than dishonorable conditions;
- have been a resident of New York State on April 20, 1984, or have been a resident at time of entry into the service and resumed residency by September 1, 1987;
- apply for a Tuition Assistance Program (TAP) award and a Federal Pell Grant if applying as a full-time student or for the Pell Grant only if applying as a part-time student.

Duration: Full-time Study—Awards are available for up to eight semesters for a four-year program, or 10 semesters if a degree program is specifically approved as requiring five years. (Programs of remedial study are considered to be programs normally requiring five years.) *Part-time Study*—Awards are available for students taking 6 to 11 hours

(or the equivalent per semester) for up to 16 semesters (eight years), or 20 semesters (ten years) in an approved program which would normally require five years if the study were full-time.

Amount: Full-time awards are $500 per semester or tuition, whichever is less. If the veteran also receives a Tuition Assistance Program (TAP) award, the combination of the two awards cannot exceed tuition. Part-time awards are $250 per semester or tuition, whichever is less. The total of all awards for full- and/or part-time study received cannot exceed $5,000.

Regents Awards for Children of Deceased or Disabled Veterans

An award of $450 per year is available to students who are the children of veterans who have died, have a current disability of 50% or more, or had such a disability at the time of death, resulting from United States military service during one of the following periods: April 16, 1917–November 11, 1918; December 7, 1941–December 31, 1946; June 25, 1950–July 27, 1953; or October 1, 1961–March 29, 1973. This award, available to New York State residents, is independent of family income or tuition and is made in addition to other grants or awards to which the applicant may be entitled.

State Aid to Native Americans

Awards of $1,100 per year for a maximum of four years of study are available to members of Native American tribes located on reservations within New York State. Additional information can be obtained by writing to the Native American Education Unit, New York State Education Department, Albany, NY 12234.

Higher Education Opportunity Program (HEOP)

HEOP awards are given to academically and financially disadvantaged students admitted to the HEOP. Such awards are packaged with other needed assistance.

Lee C. Garcia, M.B.A., *Fairfield, CT* (Alumni Trustee 1988-92)	1992	1996
Nancy Ferguson Seeley, B.A., *Hudson, OH*	1992	2000
Stephen H. Anthony, M.B.A., *Boston, MA* (Alumni Trustee 1988-92)	1993	1999
Howard J. Schneider, M.D., *New York, NY* (Alumni Trustee 1988-92)	1993	1999
Thomas J. Schwarz, J.D., *New York, NY* (Alumni Trustee 1987-91)	1993	1996
Eugene M. Tobin, Ph.D., *Clinton, NY*	1993	
Elbert O. Hand, A.B., *Chicago, IL*	1994	2000
David E. Mason, J.D., *Northfield, IL*	1994	2000
Mary Burke Partridge, Ed.M., *Brookside, NJ*	1994	2000
Patricia Tolles Smalley, B.A., *New York, NY*	1994	2000

Alumni Trustees

Alan G. Lafley, M.B.A., *Kobe, Japan*	1991	1995
Peter B. Fischer, M.D., *Rolling Hills, CA*	1992	1996
Constance M. Miner, M.B.A., *Washington, DC*	1992	1996
Jaime E. Yordan, M.B.A., *New York, NY*	1992	1996
George F. Little II, A.B., *New York, NY*	1993	1997
Percy R. Luney, Jr., J.D., *Raleigh, NC*	1993	1997
Sara Redding Wilson, J.D., *Richmond, VA*	1993	1997
A. Barrett Seaman, M.B.A., *Ardsley-on-Hudson, NY*	1994	1995
Jack Withiam, Jr., J.D., *Greenwich, CT*	1994	1995
Joel W. Johnson, M.B.A., *Austin, MN*	1994	1998
Donald R. Kendall, Jr., M.B.A., *Houston, TX*	1994	1998
Susan E. Skerritt, M.B.A., *New York, NY*	1994	1998

The Faculty

Emeriti

Edwin Blois Barrett, Jr.
Professor of English and Drama; A.B., Macalester College; A.M., University of Minnesota; Ph.D., Columbia University

Russell Thorn Blackwood III*
John Stewart Kennedy Professor of Philosophy; A.B., Dartmouth College; A.M., Colgate University; Ph.D., Columbia University.

Robert Marcellus Browning
Professor of German; A.B., William Jewell College; A.M. and Ph.D., Princeton University

A. Duncan Chiquoine
Professor of Biology; A.B., Swarthmore College; Ph.D., Cornell University

Earl Wendell Count
Professor of Anthropology; A.B., Williams College; B.D., Garrett Biblical Institute; Ph.D., University of California at Berkeley

James S. A. Cunningham
Professor of Classics; A.M. and B.D., University of Glasgow; B.Litt., University of Oxford; A.M. and Ph.D., Princeton University

David Maldwyn Ellis
Professor of History; A.B., Hamilton College; A.M. and Ph.D., Cornell University

David J. Gray
Professor of Sociology; A.B., A.M., and Ph.D., Pennsylvania State University

Edwin Borden Lee, Jr.
Professor of History; A.B., Duke University; A.M. and Ph.D., Columbia University

Dwight Newton Lindley
Professor of English; A.B., Hamilton College; A.M. and Ph.D., Columbia University

Eugene Milton Long
Professor of Physical Education; B.S. and M.S., State University of New York College at Cortland

Lawrence Robert McManus
Professor of Biology; B.S., M.Ed., and Ph.D., Cornell University

C. Stanley Ogilvy
Professor of Mathematics; A.B., Williams College; A.M., Columbia University; Ph.D., Syracuse University

Donald Brandreth Potter
Professor of Geology; A.B., Williams College; A.M., Brown University; Ph.D., California Institute of Technology

Eugene Charles Putala
Professor of Biology; B.S. and M.S., University of Massachusetts; Ph.D., University of California at Berkeley

Channing Bulfinch Richardson
Professor of International Affairs; A.B., Amherst College; Ph.D., Columbia University

Comfort Cary Richardson
Assistant Professor of Physical Education; A.B., Vassar College; A.M., Haverford College

** Emeritus status effective January 1, 1995*

Landon Gale Rockwell
Professor of Government; A.B., Dartmouth College; A.M. and Ph.D., Princeton University

Philip Virgilius Rogers
Professor of Biology; A.B. and A.M., Hamilton College; Ph.D., Yale University

Charles Lafayette Todd
Professor of Speech; B.S., Hamilton College; A.M., Columbia University

Sidney Wertimer, Jr.
Professor of Economics; B.S., University of Pennsylvania; A.M., University of Buffalo; Ph.D., London School of Economics

Warren Earl Wright
Upson Professor of Rhetoric and Oratory; A.B. and A.M., Emerson College; Ph.D., University of Illinois

Lawrence Karn Yourtee
Professor of Chemistry; B.S., Washington College; M.S., Georgia Institute of Technology; Ph.D., University of Texas

Active

This listing is alphabetical without respect to rank, and the date indicates the year of initial appointment to the Faculty. The letters **F** and **S** following a name indicate terms of leave or off-campus teaching. The lower-case letters, **f** and **s**, indicate the terms during which visiting faculty members will teach at the College.

Agha Shahid Ali (1987) **FS**
Associate Professor of English; A.B., University of Kashmir; M.A., University of Delhi; M.F.A., University of Arizona; M.A. and Ph.D., Pennsylvania State University

Douglas Ambrose (1990) **FS**
Assistant Professor of History; B.A., Rutgers University, M.A., University of Rochester; Ph.D., State University of New York at Binghamton

John Timothy Anderson (1967)
Samuel F. Pratt Professor of Mathematics; A.B., Hamilton College; Ph.D., Duke University

Vivian Anderson (1987)
Assistant Professor of Mathematics; B.S., Wheaton College; M.S., University of Nebraska; M.S. and Ph.D., Syracuse University

Frank Michael Anechiarico (1976)
Professor of Government; A.B., Hamilton College; A.M. and Ph.D., Indiana University

Vincent A. Auger (1987)
Assistant Professor of Government; B.A., Fordham University; A.M. and Ph.D., Harvard University

George Wilbon Bahlke (1969)
Professor of English; A.B. and A.M., University of Chicago; A.B., Swarthmore College; Ph.D., Yale University

David G. Bailey (1990) **S**
Assistant Professor of Geology; B.S., Bates College; M.S., Dalhousie University; Ph.D., Washington State University

Erol M. Balkan (1987)
Associate Professor of Economics; B.A. and M.A., University of North Carolina at Greensboro; Ph.D., State University of New York at Binghamton

John Bartle (1989)
Assistant Professor of Russian; B.A., Rutgers University; M.A., Indiana University; Ph.D., Columbia University

Charlotte Beck (1985)
Associate Professor of Anthropology; B.A., Auburn University; M.A. and Ph.D., University of Washington

Richard E. Bedient (1979)
Professor of Mathematics; B.S., Denison University; A.M., University of Pittsburgh; Ph.D., University of Michigan

Carole Ann Bellini-Sharp (1973)
Professor of Theatre; A.B. and A.M., Pennsylvania State University; Ph.D., Carnegie-Mellon University

Stephen Bonta (1961) **S**
Margaret Bundy Scott Professor of Music; A.B., Yale University; A.M., Columbia University; A.M. and Ph.D., Harvard University

Kimberly Marie Borges (1994) **fs**
Visiting Assistant Professor of Biology; B.S., Rochester Institute of Technology; Ph.D., Dartmouth College

James Bradfield (1976)
Professor of Economics and Associate Dean of Students; A.B., A.M., and Ph.D., University of Rochester

Karen S. Brewer (1989)
Assistant Professor of Chemistry; B.S., Ohio Northern University; Ph.D., Massachusetts Institute of Technology

Austin Eugene Briggs, Jr. (1957) **F**
Hamilton B. Tompkins Professor of English Literature; A.B., Harvard University; A.M. and Ph.D., Columbia University

Cornelia Brown (1994) **fs**
Visiting Assistant Professor of Comparative Literature; B.A., Stanford University; M.A. and Ph.D., University of California at Berkeley

Betsy L. Bruce (1986)
Associate Professor of Physical Education; B.A., College of Wooster; M.A., University of Iowa

Alan W. Cafruny (1988)
Henry Bristol Associate Professor of International Affairs; B.A., Kenyon College; M.Sc., University of London; M.A. and Ph.D., Cornell University

Rand Carter (1970)
Professor of Art; A.B., Columbia University; M.F.A. and Ph.D., Princeton University

Daniel F. Chambliss (1981)
Associate Professor of Sociology; A.B., New College; A.M., M.Phil., and Ph.D., Yale University

Elizabeth Childs-Johnson (1991) **S**
Assistant Professor of Art; B.A., M.A., and Ph.D., New York University

Patricia Francis Cholakian (1990)
Associate Professor of French; A.B., Bates College; A.M., Middlebury College; Doctorat, University of Paris

Rouben Charles Cholakian (1963)
Burgess Professor of Romance Languages; A.B., Bates College; A.M. and Ph.D., Columbia University

Sally Cockburn (1991) **S**
Assistant Professor of Mathematics; B.Sc. and M.Sc., Queen's University, Canada; Ph.D., Yale University

Steven Coe (1994) **fs**
Visiting Assistant Professor of History; B.S., University of Colorado; M.A. and Ph.D., University of Michigan.

Brian Collett (1986)
Associate Professor of Physics; B.A. and M.A., University of Cambridge; Ph.D., Princeton University

Laurie Cosgriff (1994) **f**
Visiting Assistant Professor of Classics; B.A., University of California at Santa Cruz; Ph.D., University of North Carolina at Chapel Hill

Christoph Cox (1994) **fs**
Visiting Assistant Professor of Philosophy; B.A., Brown University; Ph.D., University of California at Santa Cruz

Leland Earl Cratty, Jr. (1958)
Professor of Chemistry; B.S., Beloit College; Ph.D., Brown University

Françoise Davis (1989)
Instructor in French; Baccalaureát ès Lettres and License ès Lettres, University of Bordeaux

Michael Davis (1983)
Assistant Professor of Physical Education; B.A., Idaho State University

Jean Constance D'Costa (1980) **S**
Leavenworth Professor of English; A.B., University College of the West Indies; M.Litt., University of Oxford

Richard W. Decker (1985)
Associate Professor of Computer Science; A.B., Dartmouth College; M.A., Pennsylvania State University; M.S., Stanford University; Ph.D., Ohio State University

Cynthia R. Domack (1985)
Associate Professor of Geology; B.A., Colby College; M.A. and Ph.D., Rice University

Eugene W. Domack (1985) **S**
Associate Professor of Geology; B.S., University of Wisconsin; M.A. and Ph.D., Rice University

Katheryn Hill Doran (1990)
Assistant Professor of Philosophy; B.A., University of Pittsburgh; M.A. and Ph.D., University of North Carolina at Chapel Hill

Gwendolyn Ann Dordick (1993)
Assistant Professor of Sociology; B.A., University of California at Los Angeles; M.A. and Ph.D., Columbia University

Joseph Carroll Dorsey (1992)
Assistant Professor of Africana Studies; B.A., Morgan State University; M.A., Northwestern University; Ph.D., University of California at Santa Barbara

Allison Gloria Dorsey-Ward (1992)
Instructor in History; B.A., University of San Francisco; M.A., University of California at Irvine

Carol Ann Drogus (1988)
Assistant Professor of Government; A.B., Mount Holyoke College; M.A. and Ph.D., University of Wisconsin

Beverly R. Edmondson (1991) **fs**
Visiting Assistant Professor of Psychology; B.R.E., Baptist Bible College; M.A., Liberty University; M.S. and Ph.D., Syracuse University

Theodore J. Eismeier (1978)
James L. Ferguson Professor of Government; A.B., Dartmouth College; M.Phil. and Ph.D., Yale University

Timothy E. Elgren (1993)
Assistant Professor of Chemistry; B.A. Hamline University; Ph.D., Dartmouth College

Steven David Frank (1985)
Associate Professor of Physical Education; B.S. and M.S., University of Bridgeport

L. Ella Gant (1991) **S**
Assistant Professor of Art; B.S., University of Wisconsin; M.F.A., University of Texas at Austin

David A. Gapp (1979)
Professor of Biology; B.S. and A.M., College of William and Mary; Ph.D., Boston University

Janetta Mary Garrett (1985)
Associate Professor of Biology; M.I. Biol., North East Surrey College of Technology; M.Sc., Trent University; Ph.D., Texas A & M University

Margaret Gentry (1982)
Associate Professor of Psychology and Women's Studies; A.B., Duke University; Ph.D., Washington University

Christophre Georges (1989)
Assistant Professor of Economics; B.A., Connecticut College; M.A. and Ph.D., University of Michigan

George Albert Gescheider (1964)
Professor of Psychology; B.S., Denison University; M.S., Tulane University; Ph.D., University of Virginia

Louanne Genet Getty (1990) **fs**
Visiting Assistant Professor of Art; B.F.A., University of Montana; M.F.A., Syracuse University

Dennis Gilbert (1975)
Professor of Sociology; A.B., University of California at Berkeley; A.M., University of Oregon; Ph.D., Cornell University

Adrian Giurgea (1994)
Assistant Professor of Theatre; B.A., Institute of Theatre and Cinema, Bucharest; Ph.D., University of California at Los Angeles

Barbara Kirk Gold (1989)
Leonard C. Ferguson Professor of Classics; B.A., University of Michigan; M.A. and Ph.D., University of North Carolina at Chapel Hill

Philip Grady (1983)
Associate Professor of Physical Education; B.S., Norwich University; M.S., State University of New York at Albany

Christine Elisabeth Groeppner (1990) **fs**
Visiting Instructor in German; M.A., University of Wisconsin

Janice Grossman (1993) **fs**
Visiting Instructor in English; B.A. and M.A., University of California at Santa Barbara

Martine Guyot-Bender (1991) **S**
Assistant Professor of French; License d'Anglais option Linguistique, University of Metz; M.A. and Ph.D., University of Oregon

Paul Alan Hagstrom (1991) **F**
Assistant Professor of Economics; B.A., St. Olaf College; M.S. and Ph.D., University of Wisconsin

Shelley Patricia Haley (1989)
Associate Professor of Classics; A.B., Syracuse University; Ph.D., University of Michigan

Lydia R. Hamessley (1991) **fs**
Visiting Assistant Professor of Music; B.Mus.Ed., Texas Lutheran College; M.A. and Ph.D., University of Minnesota

Elaine Heekin (1985) **S**
Associate Professor of Dance; B.A., State University of New York College at Brockport; M.A., University of California at Los Angeles

Stuart H. Hirshfield (1982)
Professor of Computer Science; B.S., University of Michigan; M.S. and Ph.D., Syracuse University

Robert G. Hopkins (1983) **F**
Associate Professor of Music; A.B., Oberlin College; M.A. and Ph.D., University of Pennsylvania

Brett C. Hull (1991)
Assistant Professor of Physical Education; B.S. and M.Ed., Frostburg State University

Stephenson Humphries-Brooks (1983)
Associate Professor of Religious Studies; A.B., William Jewell College; M.Div., Southern Baptist Theological Seminary; Ph.D., Columbia University

Maurice Isserman (1990)
Professor of History; B.A., Reed College; M.A. and Ph.D., University of Rochester

Elizabeth J. Jensen (1983)
Associate Professor of Economics; B.A., Swarthmore College; Ph.D., Massachusetts Institute of Technology

Hong Gang Jin (1989)
Assistant Professor of Chinese; B.A., Shanxi University; M.A. and Ph.D., University of Illinois

Derek Charles Jones (1972)
Professor of Economics; A.B., University of Newcastle upon Tyne; M.Sc., London School of Economics; A.M. and Ph.D., Cornell University

George T. Jones (1985)
Associate Professor of Anthropology; B.A., M.A., and Ph.D., University of Washington

Esther Sue Kanipe (1976)
Professor of History; A.B., University of North Carolina at Greensboro; A.M. and Ph.D., University of Wisconsin

Robert Kantrowitz (1990)
Assistant Professor of Mathematics; A.B., Hamilton College; M.A., M.Phil., and Ph.D., Syracuse University

Hilke A. Kayser (1993)
Assistant Professor of Economics; B.A., M.S., and Ph.D., University of Wisconsin

Alfred H. Kelly (1981)
Edgar B. Graves Professor of History; A.B., University of Chicago; A.M. and Ph.D., University of Wisconsin

Timothy J. Kelly (1982)
Associate Professor of Mathematics; A.B., University of Scranton; A.M., Stanford University; M.S. and Ph.D., University of New Hampshire

Robin Bryan Kinnel (1966)
Silas D. Childs Professor of Chemistry; A.B., Harvard University; Ph.D., Massachusetts Institute of Technology

Larry Edward Knop (1977)
Professor of Mathematics; B.S., University of Washington; M.S., University of Miami; Ph.D., University of Utah

Geraldine S. Knortz (1982)
Professor of Physical Education and Assistant Director of Athletics/Clubs and Women's Athletics; B.S., State University of New York College at Cortland; M.S., Northern Illinois University

G. Roberts Kolb (1981)
Professor of Music and Acting Dean of the Faculty; A.B., Occidental College; M.A., California State University at Fullerton; D.M.A., University of Illinois

Philip Daniel Krasicky (1990) **fs**
Visiting Assistant Professor of Physics; B.S., Rensselaer Polytechnic Institute; M.S. and Ph.D., Cornell University

Roberta Lyles Krueger (1980)
Professor of French; A.B., Wesleyan University; A.M. and Ph.D., University of California at Santa Cruz

Gerald Large (1993) **fs**
Visiting Assistant Professor of Theatre; B.A., University of North Texas; M.F.A., Ohio University

Cecelia Burke Lawless (1991) **fs**
Visiting Assistant Professor of Spanish; B.A., University of Toronto; M.A., Cornell University

Samuel W. Lewis (1994) **s**
Sol M. Linowitz Visiting Professor of International Studies; B.A., Yale University; M.A., Johns Hopkins University

Cheng Li (1991) **FS**
Assistant Professor of Government; B.A., East China Normal University; M.A., University of California at Berkeley; M.D., Jing An Medical School, Shanghai; Ph.D., Princeton University

Thomas Lloyd (1994) **fs**
Visiting Assistant Professor of Music; B.Mus., Oberlin College; M.A., Yale Divinity School; M.Mus., Yale School of Music; D.M.A., University of Illinois

Olga López-Cotín (1994) **fs**
Visiting Assistant Professor of Spanish; Licenciate, University of Seville; M.A. and Ph.D., University of Michigan

James J. Lu (1993) **fs**
Visiting Assistant Professor of Comparative Literature; B.A. and M.A., Shendong University, China; Ph.D., Duke University

Amie A. Macdonald (1992) **fs**
Visiting Instructor in Philosophy; A.B., Hamilton College; M.A., University of Massachusetts at Amherst

Joseph T. Malloy (1982)
Associate Professor of German; A.B. and A.M., State University of New York at Binghamton; Ph.D., University of Virginia

Ivan Marki (1965)
Professor of English; A.B., University of Alberta; A.M. and Ph.D., Columbia University

Susan A. Mason (1992) **fs**
Visiting Instructor in Rhetoric and Communication; B.S., State University of New York College at Oswego; M.A., State University of New York at Albany; M.S., Ithaca College

Kelley H. McElroy (1990)
Assistant Professor of Physical Education; B.S., Central Michigan University; M.S., State University of New York College at Cortland

John C. McEnroe (1983)
Associate Professor of Art; B.A., Michigan State University; M.A., University of Michigan; Ph.D., University of Toronto

Jeremy Tyler Medina (1968)
Professor of Spanish; A.B., Princeton University; A.M., Middlebury College; Ph.D., University of Pennsylvania

Maureen C. Miller (1989)
Assistant Professor of History; B.A., American University; M.A., Catholic University of America; A.M. and Ph.D., Harvard University

Sue Ann Miller (1975)
Professor of Biology; A.B., A.M., and Ph.D., University of Colorado

Peter J. Millet (1968)
Litchfield Professor of Physics; B.S., Rensselaer Polytechnic Institute; M.S. and Ph.D., Syracuse University

Chandra Talpade Mohanty (1991) **F**
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Maria Luisa Molina (1994) **fs**
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Joan I. Molitoris (1994) **fs**
Visiting Instructor in Spanish; B.A., Cornell University; M.A., University of Pennsylvania; M.Phil., Columbia University

Thomas Geoffrey Moore (1994) **fs**
Visiting Instructor in Government; A.B., Hamilton College; M.A., Princeton University

Cheryl A. Morgan (1990)
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Susan Damon Morgan (1991) **FS**
Assistant Professor of Biology; B.S., State University of New York College of Forestry, Syracuse University; M.S. and Ph.D, University of Pennsylvania

Robert Bruce Muirhead III (1972)
Professor of Art; B.F.A., Rhode Island School of Design; M.F.A., Boston University School of Fine Arts

Thomas Edward Murphy (1970)
Professor of Physical Education and Director of Athletics; B.S. and M.Ed., Springfield College

Andrew Peter Norman (1993)
Assistant Professor of Philosophy; B.A., Wesleyan University; M.A. and Ph.D., Northwestern University

Leslie Norton (1984)
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Stephen W. Orvis (1988)
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Lucius Turner Outlaw, Jr. (1994) **f**
Truax Visiting Professor of Philosophy; B.A., Fisk University; Ph.D., Boston College

Robert C. Palusky (1969) **F**
Professor of Art; B.F.A. and A.M., University of Wisconsin; M.F.A., Rochester Institute of Technology

Robert L. Paquette (1981)
Publius Virgilius Rogers Professor of American History; A.B. and A.M., Bowling Green University; Ph.D., University of Rochester

David C. Paris (1979)
James S. Sherman Professor of Government; A.B., Hamilton College; A.M. and Ph.D., Syracuse University

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Samuel Frank Pellman (1979)
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William A. Pfitsch (1989)
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Gregory Richard Pierce (1991) **F**
Assistant Professor of Psychology; B.S., M.S. and Ph.D., University of Washington

Jeffrey Lawrence Pliskin (1982) **F**
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Deborah Frances Pokinski (1978)
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Kris D. Powers (1992)
Assistant Professor of Computer Science; B.S., College of Charleston; Ph.D., University of Illinois

Nancy Sorkin Rabinowitz (1974)
Professor of Comparative Literature; A.B., City College of the University of New York; Ph.D., University of Chicago

Peter Jacob Rabinowitz (1974)
William R. Kenan, Jr. Professor of Comparative Literature; A.B., A.M., and Ph.D., University of Chicago

George A. Raiche (1990)
Assistant Professor of Chemistry; A.B., Colby College; Ph.D., Dartmouth College

Shona Ramaya (1993) **fs**
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Heidi Ravven (1983) **FS**
Associate Professor of Religious Studies, Jewish Chaplain, and Hillel Director; B.A., M.A., and Ph.D., Brandeis University

Douglas A. Raybeck (1970) **S**
Christian A. Johnson "Excellence in Teaching" Professor of Anthropology; A.B., Dartmouth College; Ph.D., Cornell University

Todd W. Rayne (1993)
Assistant Professor of Geology; B.S., Montana State University; M.S. and Ph.D., University of Wisconsin

Robert Redfield (1986)
Professor of Mathematics; B.A., Reed College; M.A., University of Oregon; Ph.D., Simon Fraser University

Patrick D. Reynolds (1992)
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E. Michael Richards (1984)
Associate Professor of Music; B.Mus., New England Conservatory of Music; M.Mus., Yale University; M.A., Smith College; Ph.D., University of California at San Diego

David E. Rigsbee (1993) **fs**
Visiting Assistant Professor of English; B.A., University of North Carolina at Chapel Hill; M.A., Johns Hopkins University; M.A.L.S., Hollins College

James Walter Ring (1957)
Winslow Professor of Physics; A.B., Hamilton College; Ph.D., University of Rochester

William Rosenfeld (1969)
Marjorie and Robert W. McEwen Professor of English; A.B., Utica College; A.M. and Ph.D., University of Minnesota

Ian J. Rosenstein (1994)
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Carl A. Rubino (1989)
Professor of Classics; A.B. and A.M., Fordham University; Ph.L., Woodstock College/Loyola Seminary; Ph.D., State University of New York at Buffalo

Carol S. Rupprecht (1974) **F**
Professor of Comparative Literature; B.S., University of Virginia; A.M., M.Phil., and Ph.D., Yale University

Paula Claire Rust (1989)
Assistant Professor of Sociology; A.B., Oberlin College; M.A. and Ph.D., University of Michigan

Henry John Rutz (1976)
Professor of Anthropology; A.B., Lawrence University; A.M., University of Hawaii; Ph.D., McGill University

John Michael Rybash (1990)
Associate Professor of Psychology; B.A. and M.A., State University of New York College at Oswego; Ph.D., Syracuse University

William Salzillo (1973)
Professor of Art; A.B., Middlebury College; B.F.A., Rhode Island School of Design; M.F.A., Cranbrook Academy of Art

Susan Sánchez-Casal (1992)
Assistant Professor of Spanish; B.A., M.A., and Ph.D., University of California at Riverside

John Santos (1993) **fs**
Visiting Assistant Professor of Economics; B.A., Knox College; M.S. and Ph.D., University of Illinois

Franklin A. Sciacca (1984)
Associate Professor of Russian; B.A., M.A., and Ph.D., Columbia University

Richard Hughes Seager (1994)
Assistant Professor of Religious Studies; B.A., University of Wisconsin; M.T.S., Harvard Divinity School; A.M. and Ph.D., Harvard University

Ann J. Silversmith (1989)
Assistant Professor of Physics; A.B., Oberlin College; M.Sc., University of Wisconsin; Ph.D., Australian National University

Robert Leonard Simon (1968)
Sidney Wertimer Professor of Philosophy; A.B., Lafayette College; Ph.D., University of Pennsylvania

Kathleen E. Smith (1993)
Assistant Professor of Government; B.A., Amherst College; M.A. and Ph.D., University of California at Berkeley

Richard Francis Somer (1977)
Upson Professor of Rhetoric and Oratory; A.B. and Ph.D., University of Illinois; A.M., Southern Illinois University

Nathaniel Cushing Strout (1980)
Associate Professor of English and Associate Dean of the Faculty; A.B., Carleton College; A.M. and Ph.D., University of Rochester

Santiago Tejerina-Canal (1984) **FS**
Associate Professor of Spanish; Licenciatura, Filosofia y Letras, Universidad Central de Barcelona; M.A. and Ph.D., University of Massachusetts at Amherst

Steven Michael Teles (1994) **fs**
Visiting Assistant Professor of Government; B.A., George Washington University; M.A. and Ph.D., University of Virginia

Barbara J. Tewksbury (1978)
Stephen Harper Kirner Professor of Geology; B.S., St. Lawrence University; M.S. and Ph.D., University of Colorado

Margaret Olofson Thickstun (1988)
Associate Professor of English; A.B., Mount Holyoke College; M.A. and Ph.D., Cornell University

David W. Thompson (1983)
Associate Professor of Physical Education; A.B., Colgate University; M.S., Syracuse University

Edith Toegel (1992)
Assistant Professor of German; B.A. and M.A., Tufts University; Ph.D., University of Washington

Bonnie Urciuoli (1988)
Associate Professor of Anthropology; B.A., Syracuse University; M.A. and Ph.D., University of Chicago

Jonathan Vaughan (1971)
Professor of Psychology; A.B., Swarthmore College; A.M. and Ph.D., Brown University

Victoria V. Vernon (1983) **FS**
Associate Professor of Comparative Literature; B.A., California State University at Long Beach; M.A., University of Southern California; Ph.D., University of California at Berkeley

M.L. Vanessa Vogel (1993) **fs**
Visiting Instructor in Religious Studies; B.A., New College of the University of South Florida; M.A., Syracuse University

Manfred E. von Schiller (1959)
Professor of Physical Education; B.S., State University of New York College at Brockport; A.M., St. Lawrence University

Frederick Reese Wagner (1969)
Professor of English; A.B., A.M., and Ph.D., Duke University

Bruce Walczyk (1985) **S**
Associate Professor of Dance; B.A., State University of New York College at Brockport; M.A., University of California at Los Angeles

Elizabeth J. Warner (1989)
Assistant Professor of Economics; B.A., College of Wooster; M.A. and Ph.D., University of Michigan

Benjamin Samuel Weeks (1993)
Assistant Professor of Biology; B.A., Skidmore College; Ph.D., University of Connecticut

Douglas Alexander Weldon (1977)
Stone Professor of Psychology; A.B., College of Wooster; A.M., Towson State University; Ph.D., State University of New York at Buffalo

Richard William Werner (1975) **S**
John Stewart Kennedy Professor of Philosophy; A.B., Rutgers University; A.M. and Ph.D., University of Rochester

Thomas Edward Wheatley (1990) **F**
Assistant Professor of English; B.A., Rhodes College; M.A., University of York; M.A. and Ph.D., University of Virginia

Ann Whitaker (1992) **fs**
Visiting Assistant Professor of English; B.A and M.A., University of Virginia; Ph.D., Cornell University

Ernest H. Williams (1984) **S**
Professor of Biology; B.S., Trinity College; M.A. and Ph.D., Princeton University

James H. Williams (1994) **fs**
Visiting Assistant Professor of History; B.A., Westminster College; M.A., College of William and Mary; Ph.D., Vanderbilt University

Jay Gomer Williams (1960)
Walcott-Bartlett Professor of Religious Studies; A.B., Hamilton College; M.Div., Union Theological Seminary; Ph.D., Columbia University

Tamara R. Williams (1987) **FS**
Associate Professor of Spanish; B.A., Queen's University, Canada; M.A., Pennsylvania State University; Ph.D., University of Michigan

Thomas A. Wilson (1989)
Assistant Professor of History; B.A., University of Connecticut; A.M. and Ph.D., University of Chicago

Michael E. Woods (1993)
Assistant Professor of Music; B.A., University of Akron; M.A., Indiana University; D.M.A., University of Oklahoma

Paul Gary Wyckoff (1991) **F**
Associate Professor of Government and Director of the Arthur Levitt Public Policy Center; B.A., Macalester College; Ph.D., University of Michigan

De Bao Xu (1991) **fs**
Visiting Assistant Professor of Chinese; B.A., Taiyuan Teacher's College; M.A., Beijing Normal University; M.A. and Ph.D., University of Illinois

Penny Linn Yee (1991) **F**
Assistant Professor of Psychology; B.A., Pomona College; M.S. and Ph.D., University of Oregon

John H. Yost (1994) **fs**
Visiting Assistant Professor of Psychology; B.A., Temple University; M.A. and Ph.D., Washington University

Committees of the Faculty, 1994-95

Committee on Academic Policy
Kolb, *ex officio*; Bradfield, *ex officio*; Georges; Guyot-Bender; Norton; Silversmith; Urciuoli; Vaughan.

Committee on Appointments
Garrett; Gold; Hirshfield; Paris; Thickstun; Weldon; Werner.

Academic Council
Kolb, *ex officio*; Kanipe, *ex officio*; Reynolds, *ex officio*; Jensen; Jin; Pellman.

Committee on Admission and Financial Aid
Kolb, *ex officio*; Fuller, *ex officio*; Cratty; Decker; Doran; Haley; Kinnel; Richards.

Committee on Academic Standing
Bradfield, *ex officio*; Coates, *ex officio*; Gant; M. Miller; Pfitsch; Pliskin; Toegel.

Committee on the Library
Kolb, *ex officio*; O'Leary, *ex officio*; Smallen, *ex officio*; Stenstrom, *ex officio*; P. O'Neill; Paquette.

Committee on Information Technology
O'Leary, *ex officio;* Smallen, *ex officio*; Stenstrom, *ex officio*; Hayes, *ex officio;* Balkan; Collett; Malloy; Pellman.

Committee on Student Activities
Coates, *ex officio*; Bradfield; Bruce; Heekin; Sánchez-Casal.

Vice President's Advisory Committee
O'Leary, *ex officio*; Kolb, *ex officio*; Bahlke; Isserman; Warner; E. Williams.

Faculty Secretary
Reynolds.

The President is an *ex officio* member of all committees, with the exception of the Board of Seven.

The Board of Seven consists of seven members of the Faculty, whose names are held by the Secretary of the Faculty.

Special Appointments

Kenneth M. Bart
Lecturer in Biology; B.A. and M.A., State University of New York at Binghamton

Louis G. Baskinger
Lecturer in Spanish; B.A., Utica College of Syracuse University; M.A., Syracuse University

Philip A. Bean
Lecturer in History; B.A., Union College; B.A. and M.A., University of Oxford; M.A. and Ph.D., University of Rochester

Suzanne Beevers
Lecturer in Music (Violoncello)

Stephen Best
Lecturer in Music (Keyboard and Organ); B.A. and M.Mus., Syracuse University

Maria Brané
Lecturer in Psychology; B.A., M.A., and Ph.D., Wayne State University

William Burd
Lecturer in Theatre and Director of Technical Theatre

Steven Button
Lecturer in Music (Trombone); B.Mus., Ithaca College

Donald Cantwell
Lecturer in Music (Saxophone); B.A., Syracuse University

Daniel Carno
Lecturer in Music (Oboe); B.Mus. and M.Mus., Syracuse University

Edward Castilano
Lecturer in Music (Double Bass); B.Mus., Eastman School of Music

Paul Charbonneau
Lecturer in Music (Classical Guitar); B.Mus., University of New Mexico

Katherine A.S. Collett
Lecturer in English; B.A., Wellesley College; B.A. and M.A., University of Cambridge; Ph.D., University of Pennsylvania

Richard Decker
Lecturer in Music (Horn); B.Mus., Eastman School of Music; M.Mus; Catholic University of America

Alison Doughtie
Lecturer in English as a Second Language; B.A., Rice University; M.A., Indiana University

Charles W. England
Lecturer in Music (Tuba) and Conductor, Brass Choir; B.M.E., Augustana College; M.Mus., Yale University

Anita Firman
Lecturer in Music (Voice); B.S. and M.M.E., State University of New York College at Fredonia

Linda Greene
Lecturer in Music (Flute); B.Mus., Syracuse University

Steven Heyman
Lecturer in Music (Piano); B.S. and M.S., Julliard School of Music

Shoko Ishihara
Teaching Assistant in Japanese

Lauralyn Kolb
Lecturer in Music (Voice); A.B., Occidental College; A.M., Smith College

Ursula Kwasnieka
Lecturer in Music (Harp); B.Mus. and M.Mus., Manhattan School of Music

Raymond W. Larzelere
Lecturer in Music (Voice); B.Mus., State University of New York College at Potsdam; M.A., State University of New York at Binghamton

Richard G. Lloyd
Lecturer in Dance; A.B., Hamilton College; B.Mus. and M.Mus., McGill University

Dina Lowy
Visiting Instructor in Japanese from Colgate University; B.A., University of Pennsylvania; M.A., Princeton University

Laurance A. Luttinger
Lecturer in Music (Percussion); B.Mus.Ed. and M.Mus., Syracuse University

Scott MacDonald
Lecturer in Art; A.B., DePauw University; M.A. and Ph.D., University of Florida

Dena Mandel
Lecturer in English; B.A., University of Wisconsin; B.Ed., University of Toronto; M.A., York University

George Myers
Lecturer in Music (Violin and Viola) and Chamber Music Coach; B.S., Hunter College; M.Mus., State University of New York at Binghamton

Colleen Roberts Pellman
Lecturer in Music (Piano) and Coordinator of Staff Pianists; B.Mus., Miami University; M.Mus., Ithaca College

Gregory Quick
Lecturer in Music (Bassoon); B.Mus., University of Michigan

Barbara Rabin
Lecturer in Music (Clarinet); B.A., Wellesley College; M.A., Wesleyan University

John Raschella
Lecturer in Music (Trumpet); Curtis Institute of Music

Irma Rosenfeld
Lecturer in English; A.B., Queens College; M.A., University of Rochester

Monk Rowe
Lecturer in Music (Saxophone); B.Mus., State University of New York College at Fredonia

Pascale Selini **fs**
Teaching Fellow in French; Baccalaureate; License, Paris III

Kazuko Tanosaki
Lecturer in Music (Piano); B.A., Kunitachi Music College; M.A., University of California at San Diego

Joyce M. Ucci
Lecturer in Music (Piano); B.Mus., University of Redlands; M.Mus., Yale University

Sidney Wertimer, Jr.
Lecturer in Economics; B.S., University of Pennsylvania; A.M., University of Buffalo; Ph.D., London School of Economics

Marjorie Zambrano Argüello **fs**
Teaching Fellow in Spanish; School y Modern Languages, University of Costa Rica

Athletic Coaches

Betsy L. Bruce
Head Coach, Women's Field Hockey and Lacrosse; B.A., College of Wooster; M.A., University of Iowa

Michael Davis
Head Coach, Baseball, and Assistant Coach, Football; B.A., Idaho State University

Steven David Frank
Head Coach, Football, and Assistant Coach, Women's Indoor and Outdoor Track; B.S. and M.S., University of Bridgeport

Philip Grady
Head Coach, Men's Ice Hockey, and Assistant Coach, Women's Lacrosse; B.S., Norwich University; M.S., State University of New York at Albany

Brett C. Hull
Head Coach, Men's Indoor and Outdoor Track, and Men's and Women's Cross Country; B.S. and M.Ed., Frostburg State University

Geraldine S. Knortz
Head Coach, Women's Volleyball and Softball; Director of Club Sports; B.S., State University of New York College at Cortland; M.S., Northern Illinois University

Kelley H. McElroy
Head Coach, Men's and Women's Tennis and Squash; B.S., Central Michigan University; M.S., State University of New York at Cortland

Thomas Edward Murphy
Head Coach, Men's Basketball; B.S. and M.Ed., Springfield College

David Thompson
Head Coach, Men's and Women's Swimming, and Assistant Coach, Men's Soccer; A.B., Colgate University; M.S., Syracuse University

Manfred E. von Schiller
Head Coach, Men's Soccer and Lacrosse; B.S., State University of New York College at Brockport; A.M., St. Lawrence University

Officers and Administration

Officers of the College

Eugene M. Tobin, *President of the College*
A.B., Rutgers University; A.M. and Ph.D., Brandeis University

G. Roberts Kolb, *Acting Dean of the Faculty*
A.B., Occidental College; M.A., California State University at Fullerton; D.M.A., University of Illinois

Janis L. Coates, *Dean of Students*
B.S., University of Maine; M.S., Indiana University; Ph.D., Michigan State University

Richard M. Fuller, *Dean of Admission and Financial Aid*
B.A., Ithaca College; M.A., Bowling Green State University

Daniel J. O'Leary, *Vice President, Administration and Finance*
A.B., St. John's University; M.B.A., Fairleigh Dickinson University

Richard C. Tantillo, M.S., *Vice President, Communications and Development*
B.A., St. Bonaventure University; M.S., State University of New York at Albany

Office of the President

Eugene M. Tobin, Ph.D., *President of the College*
Louise H. Peckingham, B.A., *Assistant to the President*

Office of the Dean of the Faculty

G. Roberts Kolb, D.M.A., *Acting Dean of the Faculty*
Nathaniel C. Strout, Ph.D., *Associate Dean of the Faculty*
Jennifer Potter Hayes, A.B., *Registrar*
Mary Beth Barth, M.A., *Director, Critical Languages Program*
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Wanda D. Jackson, M.A., *Assistant Director, Emerson Gallery*
John H. O'Neill, Ph.D., *Director, Writing Center*
Sharon F. Williams, M.Ed., *Associate Director, Writing Center*

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Ralph H. Stenstrom, Ph.D., *Librarian*
Teresa F. Strozik, B.A., *Director of Technical Services*
Sharon M. Britton, M.L.S., *Director of Public Services*
Timothy J. Hicks, A.A., *Director of Audiovisual Classroom Services*
Frank K. Lorenz, M.L.S., *Curator of Special Collections*
Kathryn Stenstrom, M.L.S., *Music Record Librarian*
Glynis Asu, A.M.L.S., *Head of Reference*
Lynn M. Mayo, M.L.S., *Reference Librarian*
Kristin L. Strohmeyer, M.S., *Reference Librarian*
Julia B. Dickinson, M.L.S., *Reference Librarian*
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Vikram Arora, B.S., *Library Systems Administrator*

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Nancy R. Thompson, M.Ed., *Associate Dean of Students*
James Bradfield, Ph.D., *Associate Dean of Students (Academic)*
Rebecca L. Reed, M.S., *Director of Residential Life*

Sara Stein, M.Ed., *Area Coordinator/Staff Development Coordinator*
Jeffrey Landry, M.S., *Area Coordinator/Judicial Coordinator*
Beverly Low, M.Ed., *Director of Student Activities*
Janna J. Roche, M.Div., *College Chaplain*
Lucille D. McDermott, *Nurse Practitioner/Director of Student Health Service*
Diann Lynch, *R.N., Student Health Service*
Tina M. Young, *Nurse Practitioner, Student Health Service*
Sharon West, M.S., *Head Trainer*
Michael Shiffman, M.S., *Assistant Trainer*
Robert I. Kazin, Ph.D., *Director of Counseling and Psychological Services*
Mark D. Thompson, Ph.D., *Counselor/Coordinator of Training Programming*
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Leslie Bell, M.S., *Assistant Director, Maurice Horowitch Career Center*
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Mark C. du Plessis, A.B., *Assistant Dean of Admission*
Meredith C. Harper, B.A., *Assistant Dean of Admission*
Mary Karen Vellines, M.A.T., *Assistant Dean of Admission*

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Frank N. Marsicane, B.S., *Associate Director, Physical Plant*
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Edward I. Neidhart, *Manager, Technical Trades*
Anthony R. Poccia, Jr., *Manager, Building Structural Trades*
Fredrick C. Blunt, *Manager, Grounds*
James E. Vivyan, *Manager, Custodial Services*
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Frank E. Price, Ph.D., *Associate Director of ITS, Academic Computing*
Joan E. Hathaway, B.S., *Associate Director of ITS, Administrative Computing*
Peter Blanchfield, M.S., *Assistant Director of ITS, Institutional Research*
Lisa M. Rogers, A.B., *Assistant Director of ITS, Training/Public Facilities*
James Huang, B.S., *Assistant Director of ITS, Support Services*
Russell Arcuri, B.A., *Assistant Director of ITS, Networking/Hardware Services*
David A. Cannamela, *Manager, College Store*

Office of Communications and Development

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Benjamin P. Madonia III, A.B., *Director of Planned Giving*
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Lori Rava Dennison, A.B., *Director of Annual Fund and GOLD Group Programs*
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P. Monique Valcour, Ed.M., *Director of Volunteer Admission Programs*
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Mary E. Kopeza, M.A., *Director of Foundations and Corporations*
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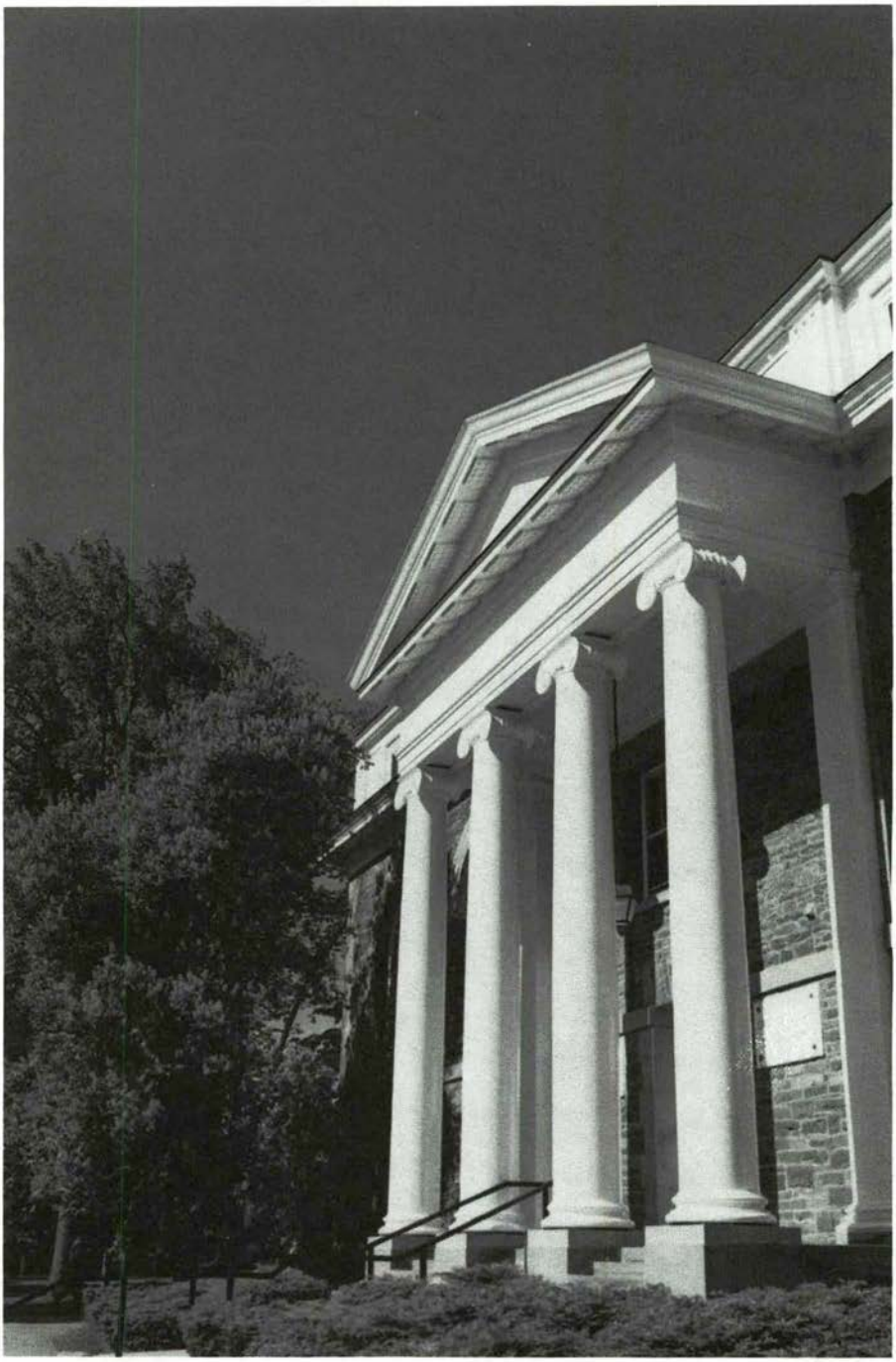
Christopher M. Militello, M.S., *Director of Sports Information*
M. Jane Bassett, *Administrative Assistant to the Vice President, Communications and Development*



Hamilton College
Commencement

1994 Graduates in Course

Bachelor of Arts

Summa Cum Laude

Amy Lyn Abair, ΦBK
Aditya Bhasin, ΦBK, ΣΞ
Kristin Foster Chormann, ΦBK
Indraneel Das, ΦBK, ΣΞ
Michael John Domingue, ΦBK
Félix Fernández-Alonso, ΦBK, ΣΞ
Claire Beth Goldstein, ΦBK
Karin Jean Gosselink, ΦBK
Adeel Mansoor Hasan, ΦBK
Kosali Niranjala Ilayperuma, ΦBK
Robert Nathan Klieger, ΦBK
Patricia Helena Cintra Marchesi, ΦBK
Katherine Megan McGowan, ΦBK
Isik Okte, ΦBK
Ihsan Murat Ozvardar, ΦBK
Lisa Dawn Reifenberg, ΦBK, *Valedictorian*
Kamila Naheed Shamsie, ΦBK
Louis Charles Shapiro, ΦBK
Lille Caroline Springall-Gautier, ΦBK, *Salutatorian*
Eyre Scott Trefry, ΦBK
Michelle Ann Walvoord, ΦBK
John Burnett Wedding, ΦBK, ΣΞ

Magna Cum Laude

Luis Alfonso Adriasola, ΦBK
Andrea Marie Agnello
Ömer Algar, ΦBK
Lee Arnold
Maxwell Brace IV, ΦBK
Daniel James Clark
Brandon Christopher Collings, ΦBK, ΣΞ
Jennifer Lynn DePiero
Christopher Jerome Diez
Philip Richard DiGennaro, Jr., ΦBK
Christa Ehmann, ΦBK
Brian Samuel Glaser
Efimia Hatziioannou
Mary Katherine Heilman
Cora C. Horsley, ΦBK
Zohair Husain
Anne Marie Iverson, ΦBK
Mari Izumura
Helene Jennifer Joseph, ΦBK
Carolyn Jane Kopriva, ΦBK
Amy Danielle Little, ΦBK
Terrance Anthony MacMullan
Kenneth Andrew Marx, ΦBK
Debra Jean Maxfield
Ageliki V. Mitrelis
Courtenay Kathryn Moore, ΦBK
Rohit Nepal, ΦBK
Anthony Francisco O'Rourke
Carlene S. Overacker
Jessica Bryce Pickert
Christopher Neil Read, ΦBK
Michele Theresa Rizzo, ΦBK
Jennifer Anne Samp, ΦBK
Kristin Jean Savory
Jeffrey James Schiro
Lilja Bjork Solnes, ΦBK, ΣΞ
Daniel Howard Spitzen, ΦBK
Chad Campbell Thompson
Julie Anne Tignor, ΦBK, ΣΞ
Bonnie Michelle Tollison, ΦBK
Jennifer Lynn Tsuha
Lukasz Maria Urban, ΦBK
Karen Marie Volmar, ΦBK
Janet Heagy Weaver, ΦBK
Elizabeth Day Woodley

Cum Laude

Sally Maria Ackerman
Rhonda Jean Bent
Julia Magdalena Bishop
Petra Nicole Bouyea
Judy Chan
Stephanie Lynn Chandler
Céline Jeanne Cohen
Jessica Marlowe Dalrymple
Carrie Janine Deming, ΣΞ
Tanya Lorraine DeMyer
Holly Spence Fisher
Jeffrey Robert Fleischer
Holly Lynn Garrison
Karen Elizabeth Goldberg
Kristyn Gorton
Namita Goswami
Stephen Francis Groening
Gregory Jackson Hills
Matthew William Jones
Georgine Alicia Kalil
Alan James Kearney
Mary Kate LeCam
Mark Jinku Lee
Robert Yale Levin
Jennifer Lynn Lewicki
Heather Gwynne McElroy, ΣΞ
Elizabeth Clare Merle

Beth Ann Merrill
Martha Salyer Moore
David Andrew Newman
Peter Tak-Hun Otto
David Pascual-Alemany
Jennifer Anne Pearsall
Michael John Peluse
Kevin Duffy Reynolds
Christina Marie Schmergel
Lisa Catherine Schreiner
Sandra Lee Siemoens
Elene Maria Spanakos
Benjamin John Swainbank
Melissa Kay Tourtellotte
Elizabeth Tiffany Williams
Vanessa Georgia Woog
D. Jeffrey Wright

Rite

John Mitchell Adams
Daniel Joseph Ahouse
Sheri Ann Alessandro
Kristen Joy Alves
John Paul Amuso
Irving Jackson Angell III
John Nicos Anthony
Roxann Toinette Antoine
Jennifer Marie Arcuni
Daniel E. Aronson
Desmond Bailey, Jr.
Rachel Davis Baime
Giselle Marie Baluarte
Vanessa Jan Barniak
Valrie Carlene Barrett
Chris Emmanuel Barris
Edward Brian Bartoszewski
Gregory James Basmajian
Elizabeth Mari Becker
Darrell Richard Beebe
Anastasia Elizabeth Begg
Gabrielle Serpouhi Berberian
Jeanne Petrillo Bergman
Rebeca Nicole Bishop
Anneliese Jane Black
Joseph Mario Blanco II
Molly Ann Boinski
Lionel Anathole Bonhomme
Joshua Simó Bordes
Kristin Ann Boyle
Andrea Sloane Bradley
Kathleen Mary Brassel
Thomas Paul Brennan
Brian James Brownholtz
Jessica Ray Buchanan
David McArthur Buck
Valissa Lynnae Bunting
Kristen Laura Burt
Melissa Marie Bush
Don Kurt Robert Busiek
Jason Lee Butt
Margaret Shea Call
Mark Jonathan Callahan
Timothy Raymond Callahan
David Laurence Cangello
James Alexander Caprio
Kenneth Slater Carberry III
Janice Nicole Carmello
Harold Hutson Carspecken III
Kathleen Ann Celler
Jessica Mary Che-Mponda
Betty Ching
Jamean C. Chow, Jr.
Douglas Scott Clark
Gina Ann Clark
Keith Warren Clark
Amy Catherine Climo
Mary Ellen Cloar
Kevin Michael Cloutier
Heather Anne Coburn
Michael William Colella
Paul Agnew Conley III
Michelle Eleanor Conlon
Susan Elizabeth Coole
Ava Kendall Corey
Julia Anne Cron
Heather Jane Culbertson
Kathleen Cecilia Cunniff
Erica Beth Curtis
Eleanor Date
Joshua Michael David
Kevin Peter Davidsen
Douglas Sawyer Davison
Matthew Campbell Day
Sarah Catherine DeForest
Mark Clifford du Plessis
Aaron Geoffrey Earls
Jennifer Chappell Eby
Robert Douglas Eckhart
Elizabeth Sarah Eifert
Astrid Janice Elias
Geoffrey Howard Engler
Elisabeth Ann English
Kimberly Lauren Ertley
Christine Margaret Escala
Katherine Emily Fair
Douglas Maxwell Famigletti
James Joseph Farrington
Russell Adam Feldman
Stephen James Feron IV
Thomas Paul Ferraguzzi
Jeffrey Barton Ferris
John Files III
Jason Harold Fischbach
Bobbi Suzanne Folsom
Yance LaShonn Ford

Jeffrey Robert Foresman
John Kenneth Fortney
Elizabeth Anne Fox
Starr Angel Francis
Andrew Johnston Frank
Lance Ludwig Fuisting
Michele Helene Gagnier
Chandler Dickinson Gammill
Joshua Kersten Gardner
Christine Benedicte Garmann
Sarah Dawson Gee
Amy Catherine Gibson
Hallie Beth Gilbert
Allison Patricia Gioia
Sheron Jacquelene Gittens
Maximilian Arnold Gold
Gregory Ethan Goodman
Katherine Brooks Graetzer
Alexis Christian Graham
James Karr MacMillan Grinwis
Deirdre Gugelot
Zachariah David Gursky
Thomas Jason Haas
Hammad Raza Haider-Shah
Clayton Harry Hale III
Thomas Patrick Hale
Kathleen Kearns Hall
David Christopher Harper
Paul Markle Havens
Mark Andrew Healy
Kathryn Grace Heffernan
Elizabeth Clayton Helm
Ciarda Ayer Henderson
Josh David Hermanson
Jennifer Kathleen Herndon
Stephen Philip Hess
Wendy McDonald Hess
Matthew James Hill
Elliott Davis Hillback III
Michael Joseph Hodgin
Young Hong
Saori Hoshi
Joshua Courtney Hudak
Megan Ann Hughes
Matthew Eberhardt Hull
Carla Desi-Ann Hunter
Christine Rose Ingersoll
Zoë Jacobs
Peter John Janeczek, Jr.
Percy Brent Johnson
Jennifer Ellen Jones
Opal Joi Jones
Verónica Yesenia Jorge
Vineet Kapur
Gerard Francis Keena II
Megan Ann Kelleher
Timothy Francis Kelly
Carl John Kempf III
Alexander Kent
Kyle Francis Keogh
Grace Hyun Ah Kim
Laura Elizabeth Kirkpatrick
Dodd Franklin Kittsley
Jason David Klotch
Brian Jonathan Knipe
Jonathan James Kuhe
Jason William Kurtz
Hong Sok Kwon
Anthony Page Lacavaro
Thuy Da Lam
Catherine Hélène Lamont, ΣΞ
Jeffrey Thomas Lapham
Alden Benjamin Leavenworth
Andrew Jonas Lee
Paul Hyun-Kyu Lee
Anthony Harfield Leness
Scott Michael Lesizza
Sarah Acton Leslie
Drew Robert Lewis
Elizabeth Lowman
Joseph Anthony Lugo III
Timothy Weldon Lynch
Richard Alan Macher, Jr.
Eric Joseph Macrina
Dina Malek Maher
Sarah Aston Manes
Joseph Robert Marcoline
Amy Elizabeth Marquardt
Jennifer Attridge Marsh
Arthur Stephen Martindale, Jr.
Diana Martinez
Ruperto Maura-Medina
Kelly Marie Maxwell
Giuseppe Mazzarelli
Micaela Dawson McCann
Sharon Lynn McFarland
Kevin Patrick McGraw
Matthew Gerard James McLaughlin
Monifa Roniece Meachem
Heather Nadine Mele
James Benson Metz
Naomi Jen Migel
Stuart Adam Miller
Bryan Louis Albert Mills
Tama Suzanne Monoson, ΣΞ
Daniel Joseph Moore
Neva Morales-Caraballo
James Joseph Moran
Craig Anthony Morgan
Faith Marie Morgan
Sarah Marie Mosher
Meredith Regan Munn
Daniel MacDonald Murdock
Gil Isaac Nahmias
Trevor MacKillop Nardini
Susannah Day Nathan

Joshua Jasper Neudorfer
Tyrone Daniel Nichols
Jason Scott Nissen
Birch Sahaj Norton
Jennifer Lee Noteware
Christopher Daniel Nowak
Charles Martin Obermeyer, Jr.
Atiya Marie Olaleye Mosley
Katherine Beinecke Oliver
James Peter O'Rourke
Kathleen Mary O'Rourke
David Scott Paget
Cameron McLear Paine
Caroline Fraser Partridge
Barbara Maria Paul
Alyson Peduto
Richard Perez
Paul Patrick Perry
Allison Mara Phillipe
Laura Sellek Phillips
Robert Firth Pickels III
Ivelisse Pimentel
Jason Andrew Pithie
Jean-Paul Plumez III
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Gregory Michael Pomeroy
Susan Eleanor Postlewaite
Robert Sargent Potter, Jr.
William Joseph Powers, Jr.
Cherryl Ann Premdass
Ian Patrick Fairman Pross
Noah Gabriel Rabinowitz
Timothy Harrsen Rasic
Andrea Lynn Rasmussen
David Carpenter Reece
Marie Ryan Reniers
Alexander Restrepo
Richard Robert Riccardi
Jason Wayne Rinsky
James Karpen Robinson
Mariah Catherine Roda
Antonio Beyra Rodriguez, ΣΞ
David Winship Roedel
Dariela Miriam Roffe
Stacey Kiel Rohrer
Teresita Romero
Alison Rosenblum
Kirstin Andrea Russell
Sean Michael Ryan
James Vincent Sabatini
Alexander Corrado Sacerdote
Joseph Eric Salvatore
Jenny Sancio
Gianna Maria Santarelli
Benjamin Bonner Sargent
Julie Claire Saslow
Thomas Aston Schellhammer
Jessica Lynn Schneider
Megan Elizabeth Schoff
Amy Elizabeth Schuerman
Howard Alexander Schumacher II
Greg Mathew Schwartz
Heather Micól Seasonwein
Kathryn Alexandra Sgoutas
Jennifer Rachel Shankman
Devin Tremayne Shay
Amy Elizabeth Sherrick
Jennifer Michelle Silber
Marc Roger Simon, ΣΞ
Elan Benjamin Singer
Samantha Stewart Skey
Amy Elizabeth Smith
Geoffrey Todd Smith
Gregory David Smith
Katharine Ann Soares
Andrew Barnard Solmssen
Jenny Renée Sorensen
John Robert Speirs
Carl Coltrane Stagg
Maryellen McMillan Stanton
Elizabeth deWindt Steck
Peter Shattuck Stiles
Tracy Leigh Stoer
Pamela Lee Stone
John Patrick Freeman Strabley
Eric Mathew Strait
Adriana Maria Sullivan
Sheryl Ann Szeflinski
Emmie Taing
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Jason Gregory Tremlett
Victoria Ann Tricarico
Geoffrey Karl Trukenbrod
Vladislav Tsyn
Robert Scott Tucker
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Allen Joseph Underwood II
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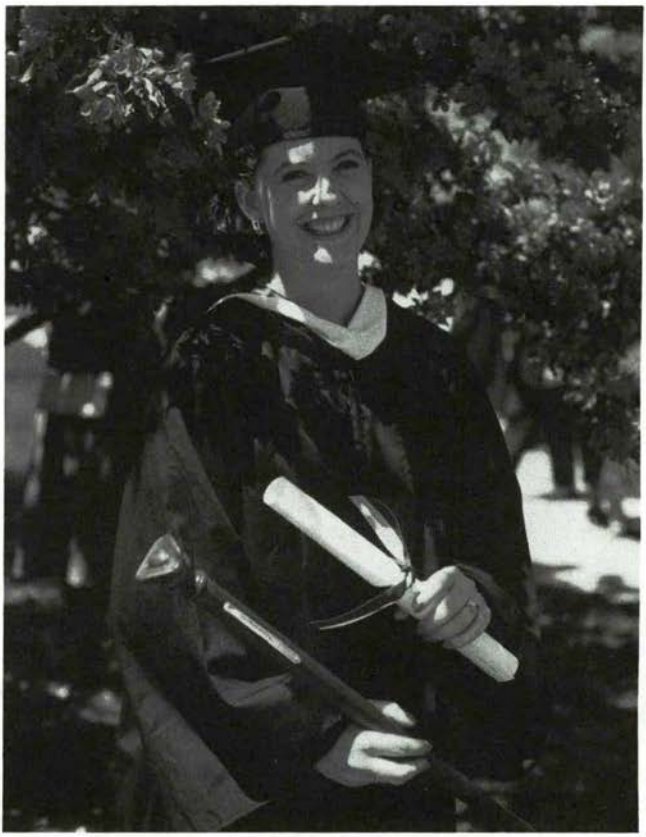
Dirk Jan Van Heyst
Ogetay Velialioglu
Amandeep Sona Virdi
Jennifer Marie Vlack
Marco Von Ballmoos
Alison Amy Walker
Robert George Walsh
James Stevenson Washburn
Lucas Evans Watson
Jason Charles Welch
Samuel Werberg
Laura Elizabeth White
Ashley McLean-Brown Wilberding
Florence Whitney Wilmerding
Matthew Robert Winfield
Patricia LaVonne Wojcik
Anthony Hamilton Woods

Walter Edward Young
William W. Zedlovich, Jr.
Gretchen Russell Zurn

Visiting Students

Orzu Otanazar Matyakubova
Charlotte Rebecca Lucy Swan



Students

Class of 1995

Tarik Abdelazim, *Binghamton, NY*
Dylan Philip Ade, *Glen Head, NY*
Christopher Carey Albro, *Seattle, WA*
Roberto Thomas Aldave, *San Diego, CA*
Cory Brooke Alexander, *Upper Marlboro, MD*
Rafael Alfaro, *Ithaca, NY*
Michael Jarrett Allan, *Skaneateles, NY*
Greta Alter, *Newton, MA*
Basem Aly, *New York, NY*
Catherine Beth Anderson, *Rocky Hill, CT*
Eric Todd Anderson, *Rochester, NY*
Neil Adam Andrews, *West Nyack, NY*
Charles Arthur Andruss, *Scarsdale, NY*
Sophie Mary Anson, *Veigy, France*
Carolyn Cervantes Antonio, *Jersey City, NJ*
Aska Aoshima, *Paris, France*
Lauren Allyn Arbolino, *Tenafly, NJ*
Galen Howe Archibald, *Pittsfield, ME*
Michael Paul Aroian, *Wellesley, MA*
Gentaro Asai, *Nagoya City, Japan*
Jeffrey Abdon Asmar, *West Simsbury, CT*
Aaron Gabriel Astor, *Vienna, VA*

Joshua Uwe Bagnato, *Norwich, VT*
Kimberly Suzanne Baker, *Orr's Island, ME*
Margaret Mei-Li Banker, *Lebanon Springs, NY*
Christina Lynn Bariatti, *Huntington, NY*
Alexander C.B. Barnard, *Barrington, RI*
Bennet Brabson Becker, *Seneca Falls, NY*
Suzanne S. Beevers, *Deansboro, NY*
Catherine Tama Benson, *Litchfield, ME*
Scott Marshall Benson, *Portsmouth, RI*
Jonathan Roy Berkowitz, *Baltimore, MD*
Susan MacTavish Best, *New London, CT*
Brandy Danielle Bierly, *Seaside, OR*
Elizabeth Ellis Blabey, *New Canaan, CT*
Meredith Taylor Boden, *Boxford, MA*
Kyle Patrick Bolenbaugh, *Devon, PA*
Christine Bolton, *Remsen, NY*
Rebekah Leigh Bonsel, *Clinton, NY*
Renee Jean Bouplon, *Cambridge, NY*
Nancie Brand, *Pittsburgh, PA*
Joshua Peppercorn Bratter, *Seaclift, NY*
Christopher H. Bremer, *Centerville, MA*
Ailish Ellen Briglin, *Sherburne, NY*
Justine Broome, *McLean, VA*
Kori Baropei Brown, *Buffalo, NY*
Samantha Jill Brown, *Philadelphia, PA*
Suzanna Deborah Buehl, *Chappaqua, NY*
Alicia Liana Buoni, *Williamstown, MA*

Joseph Richard Caccavo, *Staten Island, NY*
Stacy Beck Calder, *New York, NY*
Anthony Boughton Canton, *Dallas, TX*
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Bonnie Carr, *Whitinsville, MA*
Robert Francis Carrigg, Jr., *North Hampton, NH*
Jennifer Anne Casey, *South Salem, NY*
Mark Whittaker Castaldi, *Oradell, NJ*
Michael T. Cavotta, *Mechanicville, NY*
Rhonda Leslie-Ann Celestain, *Brooklyn, NY*
Adam Kersten Chamberlain, *Delray Beach, FL*
Hunter Harris Chamberlin, *Cold Spring Harbor, NY*
Albert Isaac Charhon, *Seattle, WA*
Jennifer Chediak, *Oklahoma City, OK*
Hau Wai Cheng, *Utica, NY*
Sara Elizabeth Childs, *Watertown, NY*
Ryan Matthew Christ, *Clinton, NY*
Ji Yeon Chun, *Fayetteville, NY*
Shannon Ruth Clare, *New York, NY*
Rachel Judith Clift, *Potomac, MD*
Erik Christopher Coleman, *Great Valley, NY*
Melissa Anne Collins, *Princeton, NJ*
Jennifer Rita Colt, *Colton, NY*
Laura Alice Congdon, *West Hartford, CT*
Adeline Chase Cook, *Canandaigua, NY*
Megan Krouse Cooledge, *Lexington, MA*
Anne Marie Copeland, *Atlanta, GA*
Brett Michael Coughlin, *Pelham Manor, NY*
Michael Gorton Crary, *Albany, NY*
Lisa Marie Crisman, *Ilion, NY*
Gifford Frederic Crosby, *Bloomfield, NJ*
Sarah Jane Culkin, *Denver, CO*
Kimberly Marie Cullen, *Madrid, Spain*
David Andrew Culver, *Ridgewood, NJ*
Anthony Cunningham, *Baltimore, MD*

Francis Anthony D'Agata II, *North Syracuse, NY*
James Vincent D'Aleo, *Yonkers, NY*
Maura Ann Dalton, *Wellesley, MA*

Anne LeBeau Dayton, *Cleveland, OH*
Sean Allan Delany, *Toms River, NJ*
Lisa Louise D'Elia, *Shrewsbury, MA*
Sarah Anne DeMarchi, *Shaker Heights, OH*
Amy Catherine DePrisco, *Blue Point, NY*
Carol Lynn Derenzo, *Schenectady, NY*
Christian Anthony DeSiena, *Clifton Park, NY*
Katherine Ames Devir, *Peekskill, NY*
Sarah Jane Dietche, *New York, NY*
Kelly Kohl Dietz, *Goldens Bridge, NY*
Christian J. Drobnyk, *London, England*
Kathryn Kendall Dubin, *Greenwich, CT*
John Thomas Duke, *Williamsville, NY*
Gregory William Dunn, *Newtown Square, PA*
Sunil Kumar Dwivedi, *Islip, NY*

Janet Ruth Eanes, *Nashua, NH*
Andrea Rae Eastman, *Lakeland, FL*
Robert Randolph Edwards, *Providence, RI*
Kristen Eignor, *Scotia, NY*
Rachel Elizabeth Eland, *New York, NY*
John Naylor Elliott, *Morris, NY*
Gary Christopher Ellis, *Newington, CT*
Laura Anne Engelhardt, *Summit, NJ*

Jacqueline Monique Fabius, *Miami, FL*
Thomas Eric Farren, *Dedham, MA*
Mark Thomas Fedorcik, *Middletown, NJ*
Gregory Richard Feighan, *Thornwood, NY*
James Corey Feist, *Coral Gables, FL*
Illona M. Feldman, *Mohawk, NY*
William Joseph Ferguson, *Barneveld, NY*
Neil Todd Fischbein, *Cheshire, CT*
Timothy Charles Fitzgerald, *Annapolis, MD*
John Christopher Fitzpatrick, *Lake Grove, NY*
Bobbie Anne Flower, *Bronxville, NY*
Katherine Frances Fogarty, *Paris, France*
Holly Forrester, *Katonah, NY*
Marsha Marie Foster, *Clinton, NY*
Mary Shannon Fracchia, *New York, NY*
Jordan Michael Franceschini, *Croton-on-Hudson, NY*
Brian Stephen Frank, *Katonah, NY*
John Christopher Freedman, *Skaneateles, NY*
John Davern Freyer, *Gansevoort, NY*
Sarah Rachel Friedman, *Chicago, IL*
Nathaniel Howell Furman, *New Canaan, CT*

Susan Marie Gallant, *Amesbury, MA*
Abigail Hadlock Gardiner, *Prides Crossing, MA*
Lonnie Jordan Gelber, *Avon, CT*
Ian Michael Gendreau, *Birdsboro, PA*
Robert Charles Gertzer, *Somers, NY*
Sharon Elizabeth Gibbons, *New Canaan, CT*
Jessica Anne Godfrey, *New York, NY*
Keri Meredith Goldman, *Great Neck, NY*
Jahanshah Goodarz, *Bedford, MA*
Alexis Reed Goulard, *New Canaan, CT*
Robert Michael Gray, *Nutley, NJ*
Alison Rachel Greene, *Katonah, NY*
Jonathan Elliott Greene, *Bryn Mawr, PA*
Carl Brereton Greenhous, *Ottawa, Ontario, Canada*
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John Herrick Riordan, *Bridgehampton, NY*
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~~Oliver Richard Baenninger, *London, England*~~
Jean Marie Baiardi, *Trumbull, CT*
Bethany Lee Baker, *South Deerfield, MA*
Alden Foster Barlow, *Mission Hills, KS*
Jason Bullard Barnes, *Seattle, WA*
Edward MacInnes Barnett, *Westport, NY*
Sabra Micah Barnett, *Metairie, LA*
Matthew Scott Basztura, *Trumbull, CT*
Jay Brandon Baudler, *New York, NY*
Opal Venea Beatty, *Bronx, NY*
~~Valerie Ning Beckwith, *Hillsborough, CA*~~
Meghan Angel Benedict, *Suffern, NY*
Kyle Christopher Bennett, *Peekskill, NY*
Mary Elizabeth Berberick, *Foxboro, MA*
Sky Ashley Berdahl, *New York, NY*
Brian Matthew Berger, *Pittsford, NY*
Matthew Lee Berman, *Evanston, IL*
Marian Esther Berryhill, *Cuttingsville, VT*
Iyad Salah Bibi, *Modesto, CA*
Haluk Bilen, *Istanbul, Turkey*
Kevin Todd Bilsky, *Woodbury, NY*
Nathalie Bittar, *Geneva, Switzerland*
Francis Alexander Blair, *Avon, CT*
Sarah Elizabeth Bokland, *Delanson, NY*
Mark John Bonavita, *Albany, NY*
Laurel Beth Bookman, *Londonderry, NH*
Timothy Arthur Booth, *Pine City, NY*
Heinrich Alexander H. Bosshard, *Caracas, Venezuela*
Kimberley Marie Boulanger, *Toronto, Ontario, Canada*

James Nicholas Bovino, *Ho-Ho-Kus, NJ*
Myoka Boxall, *Tokyo, Japan*
Andrew John Bradfield, *Clinton, NY*
Matthew Clifford Brand, *Pittsburgh, PA*
Jill Allison Brandon, *Barrington, RI*
Leah Christy Bridgers, *Oswego, NY*
David E. Broad, *Westfield, NJ*
Elizabeth Kelley Brooks, *Lexington, VA*
Catherine Amalia Brown, *Bedford, MA*
Brian Rouch Brush, *Mission Hills, KS*
Giada A. Bufalini, *Cresskill, NJ*
Veronica Mary Bufalini, *Cresskill, NJ*
Mark Steven Burlingame, *Marcellus, NY*
Niisha Karima Butler, *Bronx, NY*
Marta Joanna Byczkowska, *Piaseczno, Poland*
J. Michael Byrnes, *Cazenovia, NY*

Barclay Cragin Calvert, *Seattle, WA*
Melissa Lynn Capalbo, *Troy, NY*
Ann Carey, *Vernon, CT*
Andrew Michele Carobus, *Philadelphia, PA*
Jacqueline Marie Ceurvels, *Dover, MA*
Carrie Montgomery Chapman, *Ballston Spa, NY*
Tiffany J. Chappell, *Chicago, IL*
Sarah Elise Chessin, *Fairfield, CT*
Nancy Mei-Chai Chie, *Leominster, MA*
Christopher Chua, *Old Brookville, NY*
William David Clausen, *Philadelphia, PA*
Michael John Cloherty, *Inverness, IL*
Elizabeth Anne Collins, *Littleton, CO*
Craig Joseph Conard, *Cleveland Heights, OH*
Sophie Stedman Conover, *Riverside, CT*
Jennifer Lynn Cooper, *Glens Falls, NY*
Katherine Elizabeth A. Cooper, *Southampton, Bermuda*
Jenna Morgan Corwin, *Half Moon Bay, CA*
Michelle Lee Cosentino, *Rome, NY*
Seth David Crockett, *Fayetteville, NY*
William Joseph Crossetta, *Williamsville, NY*
Lindsey Cara Culbertson, *Rochester, NY*
Tamar Dorothy Vida Cunningham, *Hopewell Junction, NY*
Amanda Renee Curtis, *Ghent, NY*
William Witherspoon Cutchins, *Richmond, VA*

Virginia Robinson Dabney, *Dover, MA*
C. Harris Dague, *Loudonville, NY*
Leigh Christina Daily, *Rye, NY*
Kate Elizabeth Dalke, *Binghamton, NY*
Matthew Peter Damseaux, *Weatogue, CT*
Gavin Robert Danaher, *Avon, CT*
David Davila, *Plencia, Spain*
Franck Kelso Davis, *Old Saybrook, CT*
Anissa Nicole Dean, *Chicago, IL*
Zuleika DeJesus, *Yonkers, NY*
Richard Thomas Dell'Aquila, *Stamford, CT*
Zachary A. DeQuattro, *Natick, MA*
Joseph Michael DeSalazar, *Rockaway, NJ*
Mary Bernardine Dias, *Battaramulla, Sri Lanka*
Jeffrey Jordan Dickman, *Highland Park, IL*
Timothy James DiGiulio, *Getzville, NY*
Emil John DiIorio, *Bethlehem, PA*
Erin Candace Doherty, *White Plains, NY*
Aeran Lee Doron, *Teaneck, NJ*
Katherine Allanson Dowd, *Bethesda, MD*
Paul Robert Dowd, *Worcester, MA*
Tekla Anastasia Du Hoffmann, *Port Jervis, NY*
Joan Patricia Duffy, *Far Hills, NJ*
Christina Blair Dughi, *Westfield, NJ*
Karl Erik Dunkenberg, *Rhinebeck, NY*
Mary Catherine Dunne, *Hudson, OH*
Sheela Dwivedi, *Islip, NY*

Andrew Geist Eakin, *Gates Mills, OH*
Huntly Elizabeth Earman, *Manila, Philippines*
Alejandro Alvaro Eder, *Cali, Colombia*
James Christian Effinger, *Danbury, CT*
James Cameron Eisenberg, *Newton Centre, MA*
Charles Armstrong Endris, *Cohasset, MA*
John David English, *Utica, NY*
Erin Ersenkal, *Washington, DC*
Amy Renee Estes, *Clarksburg, MA*

Richard Karl Faigle, *New York, NY*
Deana Nicole Falbo, *Rome, NY*
~~Gregory Scott Farber, *Piedmont, CA*~~
Malik Altair Farlow, *Woodstock, VT*
Sean Thomas Fay, *Brookline, MA*
Megan Christine Feist, *Coral Gables, FL*
Kyrie Malena Felio, *Newport, NY*
Mark James Fields, *Falmouth, MA*
Christopher John Finley, *Ramsey, NJ*
Robert Frederick Fish, *Greenwich, NY*
Danielle Eve Fitzner, *Claymont, DE*
Marie Louise Follayttar, *Cape Elizabeth, ME*
Diana Lynn Ford, *Manchester, CT*
James Ford, *North Billerica, MA*
Brendan Michael Forrest, *Topsfield, MA*
Raymond E. Forslund, *Schenectady, NY*

Sophia Erith Fox, *West Falmouth, MA*
Catherine Wallace Fraim, *Lexington, MA*
Eric James Freedman, *Skaneateles, NY*
Sophia Andrea Marie Fregosi, *Roslindale, MA*
Joel Isaac Friedlander, *Lexington, MA*
Susan Meeks Frisch, *Wallingford, PA*
Thomas Russell Fuhrmann, *Naples, FL*
Atsushi Fukai, *Tochigi-Ken, Japan*
Darren Brewster Fuller, *Parish, NY*
Nadia Oksana Fuller, *Canandaigua, NY*
Thomas Howard Fusonie, *Greenfield, MA*

Charles Reed Gaetjens, *Hudson, OH*
Andrea Ann Galen, *Brookfield, IL*
Brian Paul Gallagher, *Madison, NJ*
Nelima Wood Gaonkar, *Syracuse, NY*
Cassandra Jane Gendron, *Westmoreland, NY*
Laura Nicole Gentner, *Williamsville, NY*
Matthew David George, *Clinton, NY*
~~Indradeep Ghosh, *Delhi, India*~~
Jonathan Lee Gilbert, *Clinton, NY*
Kerri Kay Goldberg, *Melville, NY*
Laura Haley Goldberg, *New York, NY*
Jonathan Ian Goldstein, *Rochester, NY*
Wanda Ivette Gonzalez, *Bronx, NY*
Megan Virginia Gooding, *Fairbanks, AK*
Jeffrey David Goralnick, *Farmington, CT*
Alison Robin Gordon, *Philadelphia, PA*
Maura Leigh Gorman, *Larchmont, NY*
Brian Fay Gottschalk, *Lake Forest, IL*
David George Gould, *Coram, NY*
Basar Gozukirmizi, *Istanbul, Turkey*
Matthew Scott Grannemann, *Pittsburgh, PA*
Mark Daniel Granovsky, *Needham, MA*
Katherine Sarah Grant, *Oswego, NY*
Owen Bradley Grant, *Scarsdale, NY*
Brooke Denise Green, *Whitesboro, NY*
John Wyatt Greenlee, *Salt Lake City, UT*
Alexis Caroline Ahlfors Gruen, *Darien, CT*
Brian David Grzymski, *Short Hills, NJ*
Joshua Anthony Guariglia, *Auburn, NY*
Brian Anthony Guastella, *Spokane, WA*

John Lindsay Haeussler, *Dhahran, Saudi Arabia*
Meredith Brooke Haimes, *Millwood, NY*
Alana Jane Hall, *Newport, RI*
Julia Kathryn Hallett, *Hingham, MA*
Rachel Eloise Hallman, *Livingston Manor, NY*
Meghan Eileen Hallock, *Barre, MA*
James William Halter, *Plainsboro, NJ*
Michael Ian Hanley, *East Hanover, NJ*
Rebecca Ann Harp, *Allentown, PA*
Jamie Ian Harris, *New York, NY*
Kristina Marie Harrison, *Windsor, CT*
Salena Sue Hastings, *Bangor, ME*
Danielle Porsley Hawes, *Darien, CT*
Robert James Hawkanson, *Mercer Island, WA*
Eliza Beale Hawkey, *Wellesley, MA*
Benjamin Van Zandt Hawn, *Wayzata, MN*
Hillary Olivia Hayes, *Ringoes, NJ*
Michael Paul Heffernan, *Syosset, NY*
Dustin Troy Helmer, *Newport, NY*
Anita Marguerite Henry, *Brooklyn, NY*
Howard Bamford Henward, *Bronxville, NY*
Eric Neil Hermann, *Moreland Hills, OH*
Thomas Crowell Herr, *Milford, NJ*
Nancy Herrera, *Bronx, NY*
Kimberly Ann Herrig, *Rome, NY*
Jonathan Braner Higby, *Glen Ellyn, IL*
Haider Ali Hilaly, *Pakistan*
Frank James Hillmann, *Levittown, NY*
Amanda Sarah Hitchens, *Dover, DE*
Michael Carl Hjelmaker, *Rye, NY*
Christian Eric Hoffman, *Summit, NJ*
Margaret Lewitt Hoine, *San Antonio, TX*
Jeffrey Gagan Holden, *Canton, CT*
Jennifer Stephanie Holderied, *Lake Placid, NY*
Takami Horiguchi, *Eiwa Mansion, Japan*
Matthew John Hornbach, *The Colony, TX*
Elizabeth Marshall Horner, *Piedmont, CA*
James Andrew Houff, *Arlington, VA*
Jean Elizabeth Hunter, *Austell, GA*

Nicholas John Iacovino, *Westport, CT*
Patrick Timothy Irving, *Olean, NY*

Latoya Ni'Chelle Jackson, *Atlanta, GA*
Timothy Bryce Jackson, *Kildeer, IL*
Gregory Michael Jacobi, *Carlisle, MA*
Jennifer Anne Jayne, *Whitesboro, NY*
Britney Anne Johnson, *West Islip, NY*
Barbara Lee Josey, *Virginia Beach, VA*
Yair Kahan, *Scarsdale, NY*

~~Joseph David Kantor, *Minneapolis, MN*~~
Seth Wesley Kaplan, *Atlanta, GA*
Constantine Karamanlis, *Athens, Greece*
Ivan DeRosset Kasanof, *Halcott Center, NY*
Elizabeth Ann Katcher, *White Plains, NY*
Aidan Peers Kavanagh, *Freeport, NY*
Kristie Keegan, *Vaud, Switzerland*
John Thomas Kelley, *Shrewsbury, MA*
Christopher Michael Kelly, *Albany, NY*

Michael John Kelly, *Bridgewater, MA*
Martin James Kernan, *Oriskany, NY*
William Sperry Kinsella, *Nantucket, MA*
Matthew John Klumpp, *Windsor, NY*
Kathleen Susan Knaul, *Auburn, NY*
Andrew Christian Knudsen, *Mt. Prospect, IL*
Amanda B. Kogut, *New York Mills, NY*
Eli Ricaforte Koppel, *Honolulu, HI*
Kristina Lynn Korn, *Erieville, NY*
Jenna Claire Kozerowitz, *Easton, CT*
Matthew Kruk, *Shirley, NY*
David Edward John Kruse, *Weston, CT*
Kwame Osei Kufuor, *Tarrytown, NY*
Ravi Menon Kumar, *Brecksville, OH*
Suraj Kunchala, *Nassau, NY*
Lara Astride Kundzins, *Smithtown, NY*
Stacey Joyce Kutish, *Kingston, PA*

Constantin Laan, *Paris, France*
Joseph James LaBuda, *Tonawanda, NY*
Si Van Lam, *Bethpage, NY*
Damon Wesley Lanphear, *Pittsford, NY*
Buddy A. LaSala, *Syosset, NY*
Sarah Brook Leonard, *Machias, ME*
Christopher Andrew Leonardi, *Winchester, MA*
Matthew Philip Levine, *Plantation, FL*
Richard Joseph Levinson, *Richmond, VA*
Kau Liem, *Hong Kong*
Jennifer Linck, *Craftsbury, VT*
Anastasia Victoria Lioubomirov, *Riverdale, NY*
Melissa Sue Long, *Williamsville, NY*
Damon Lopez-O'Dwyer, *New York, NY*
Dillon Francisco Lorda, *Amherst, MA*
Mark Francis Lotito, *Sound Beach, NY*
Bonnie Elizabeth Louridas, *Philadelphia, PA*
Frank Loverro, *East Islip, NY*
Margaret Mary Lower, *St. Louis, MO*
Nicole Beth Lowy, *St. Louis, MO*
Clare M. Lubiner, *New York, NY*
Robert Andrew Lusardi, *Longmeadow, MA*
Jason Keith Lynn, *Westbury, NY*

Shannon Taylor MacDowell, *Delmar, NY*
Emilie Fleming MacLean, *Goshen, KY*
James Barbour Macon, *Indian Wells, CA*
Kieran Paul Maguire, *Pleasantville, NY*
Glen Peter Manjos, *Manhasset, NY*
Anne Teresa Marcoline, *Utica, NY*
Samantha Wolff Margles, *Winchester, MA*
Sarah Elizabeth Margola, *Greenfield, MA*
Matthew Markowski, *Albany, NY*
Jessica Marrero, *New York, NY*
David Nicholas Martucci, *Eastchester, NY*
Katharine Anne Masi, *Siasconset, MA*
Christopher Masotto, *Glen Head, NY*
Jennifer Ann Matchett, *Lanesborough, MA*
Julie Kent Matheson, *West Simsbury, CT*
Juan Carlos Mauras, *Buffalo, NY*
~~Jessica Lynn McAlpine, *Worcester, NY*~~
Nina Katherine McCampbell, *Norwich, VT*
Padraic Brian McCarthy, *McGraw, NY*
Shannon Marie McCluskey, *Portland, OR*
Thomas Patrick McCue, *Syracuse, NY*
Michael David McDevitt, *Woodbridge, VA*
Michelle Jean McDonald, *Lebanon, NH*
Laurie Ann McFarlane, *Harvard, MA*
Burke Land McFerrin, *Greenville, AL*
Catherine Lyne McGarry, *Chevy Chase, MD*
Robert John McKenna, *Delmar, NY*
Alexander Roberts McKenzie, *New York, NY*
Leigh R. McMahon, *Rochester, NY*
Ryan P. McNeal, *Wayne, NJ*
Shivani Tarun Mehta, *Singapore*
Holly Hradec Meigs, *Millbrook, NY*
Philip Robert Meltzer, *Rhinebeck, NY*
Ashley Elizabeth Merriman, *Meredith, NH*
Heidi Jean Meusgeier, *Ithaca, NY*
Vanda Mikova, *Prague, Czech Republic*
Geoffrey Robert Millar, *Littleton, MA*
Shane Allen Miller, *Housatonic, MA*
Benjamin Eric Mintz, *Livingston, NJ*
Jason Alan Mitchell, *Smyrna, NY*
Arraaf Arbora Mochny, *Surabaya, Indonesia*
Meredith Lyn Monaghan, *Hawthorne, NJ*
James Jay Monica, *Altamonte Springs, FL*
Todd Nathaniel Monsell, *Kent, CT*
Philippe Joseph Montegut, *Brooklyn, NY*
Jacquedda Dyane Morreale, *Utica, NY*
Ryan Christopher Mortensen, *Clinton, NY*
Adam Donahue Moscatel, *Arlington, MA*
Byron Edward Myers, *Kansas City, MO*

Elizabeth Ellen Nastro, *New York, NY*
Nadine Neue, *Manila, Philippines*
Jason Avi Newmark, *Miami, FL*
Dominique Nicastro, *Frankfort, NY*
Brian Craig Noble, *Seneca Falls, NY*
Eric Connor Nolan, *Canaan, CT*

Matthew Winship Nolan, *Portsmouth, RI*
Lindsey Alexis Norris, *Syosset, NY*
Erin Maria Norton, *East Moriches, NY*
Gregory Michael Nussbaum, *Pittsburgh, PA*
Chukwunomnso Anastasia Nwanze, *Dayton, OH*

Jeffrey Frank O'Brien, *Utica, NY*
Sarah Thompson O'Neill, *Princeton, NJ*
Christian Charles Obremski, *Cornwall, NY*
Yao Ewoenam Odamtten, *Clinton, NY*
Kurt C. Odell, *Higganum, CT*
Yungjin Raymond Oh, *Villanova, PA*
Hilary Ann Oles, *Ligonier, PA*
Jason Michael Osborn, *Stillwater, NY*
Brendon Joseph Ouimette, *Wexford, PA*

Samantha Cara Packer, *New Rochelle, NY*
Mike Padilla, *Bronx, NY*
Kerri Ann Page, *Snyder, NY*
Jennifer Selden Palmer, *Short Hills, NJ*
Graham Stenson Parlin, *Cincinnati, OH*
Mary McCabe Parzych, *Stone Harbor, NJ*
Matthew John Pastizzo, *Rexford, NY*
Tanya Maria Pastra-Landis, *Norton, MA*
Jeffrey Alan Patrick, *Ridgewood, NJ*
Nurit Toby Pegrish, *White Plains, NY*
Cindy Maribel Perez, *New York, NY*
Michael Scott Perlman, *Wayland, MA*
Amy Kristen Perna, *Upper Montclair, NJ*
~~Alyce Maria Perry, *Lafayette, CA*~~
Elsa Perry, *Wayland, MA*
Ralitsa Grigorova Petkova, *Sofia, Bulgaria*
Meghan Kelly Phelps, *New Canaan, CT*
Aaron David Picker, *West Hartford, CT*
Cale Crossland Pickford, *Freedom, ME*
Joshua Thomas Plati, *Sudbury, MA*
Adam John Christian Polak, *Dallas, TX*
Kathleen Brandt Pollock, *Cleveland Heights, OH*
Erik Carmine Porcaro, *Pelham Manor, NY*
Kimberly Anne Powers, *Winslow, ME*
Joseph Walter Preisser, *Ardsley, NY*
Anne Elizabeth Prenner, *Charleston, SC*

Jeffrey Michael Raab, *Bergenfield, NJ*
Gretchen L. Randall, *Naples, NY*
Alicia Kathleen Rasmussen, *Schenectady, NY*
Steven Rattendi, *Yonkers, NY*
Simha Esther Ravven, *Clinton, NY*
Kendra Winter Raynsford, *McConnellsville, NY*
Sarah Elizabeth Regan, *Glen Rock, NJ*
Laura Ann Reidy, *Freeland, MD*
Michael Thomas Reilly, *Port Washington, NY*
Dawn Kathryn Remick, *Farmingdale, NY*
Anna Reuss, *Vienna, Austria*
Glen Alexander Rice, *North Hampton, NH*
Catherine Tucker Ridder, *Bedminster, NJ*
Robert A. Rioux, *North Syracuse, NY*
Danielle Rebekah Roberts, *Mansfield, MA*
Kendra Palmer Romagnola, *Warren, NJ*
Jason V. Ronovech, *Oneonta, NY*
Amira Rosberg, *Ottawa, Ontario, Canada*
Elizabeth Anne Rothenberg, *Floral Park, NY*
Joseph Tintsman Rowbottom, *Oneida, NY*
Kevin Michael Russell, *Whitesboro, NY*

Lindsay Beth Salz, *Scarsdale, NY*
Preeta Samarasan, *Selangor, Malaysia*
Richard D. Sanders, *Lamy, NM*
Jason Matthew Santarcangelo, *Latham, NY*
Emily Jane Parker Schachtel, *New Canaan, CT*
Anthony Robert Schena, *Plymouth, MA*
Reeve Terry Schley, *Whitehouse, NJ*
Jessica Louisa Schulson, *Hanover, NH*
Ronald Neil Schulte, *Roscoe, NY*
Gretchen Anne-Marie Schultes, *Cherry Valley, NY*
Seth David Schwartz, *Short Hills, NJ*
Todd Christian Sell, *Chatham, NJ*
Ravi S. Shah, *Oyster Bay Cove, NY*
Daniel Jeffrey Sheridan, *Skillman, NJ*
Benjamin Pierce Shields, *Hamilton, MA*
Adam Brian Sichol, *Suffern, NY*
Jonathan Daniel Silber, *Poughkeepsie, NY*
Lynn Kaisa Sipila, *Brooklyn, CT*
Matthew William Sircely, *Wycombe, PA*
Lara Stephanie Sivak, *Greens Farms, CT*
Michael Aaron Skelton, *Newport; NY*
David Harris Sklar, *Hauppauge, NY*
Garth Christian Skoropowski, *Londonderry, NH*
Amanda Enola Smith, *Springfield, VT*
Colin Robert Smith, *Scarsdale, NY*
Temple Elizabeth Smith, *Park City, UT*
Christopher Brooks Snow, *Short Hills, NJ*
Jeremy Paul Sokolnicki, *Southington, CT*
Laura Erica Solof, *Holbrook, NY*
Thomas Michael Sparico, *Riverside, CT*
David Brian Stedman, *Sherrill, NY*
Jason Roland Stenta, *Shaker Heights, OH*
Jacob Matthew Stetser, *Cornish, ME*

Rebecca Mary Stevens, *Gansevoort, NY*
Anne McKinne Stires, *Newcastle, ME*
Ryan Hallett Stoddard, *Basking Ridge, NJ*
Preston Hamilton Sutton, *Littleton, CO*
Dagmara Anna Szuberska, *Tangier, Morocco*

Jaime Christine Tackett, *Rochester, NY*
Elyse Tatreau, *Groton, MA*
Joshua Johns Taube, *Ithaca, NY*
Kathleen Marie Tegtmeyer, *Tuckahoe, NY*
Emma Leigh Thompson, *Brockport, NY*
Caroline Louise Thomson, *Chatham, NJ*
Matthew Blair Thornton, *Delmar, NY*
Kevin J. Thorpe, *Sherrill, NY*
Philip Andrew Toretta, *Ossining, NY*
Justin Bradley Torkelson, *San Francisco, CA*
Daniel Robert Treiman, *Los Angeles, CA*
Charles Weston True, *Brimfield, MA*
Violette VanDerVere Tucker, *Albany, NY*
Frank Wages Turner, *Silver Spring, MD*
Shannon Michele Turner, *Averill Park, NY*
Tina Ann Tynan, *Radford, VA*

David Charles Uitti, *Princeton, NJ*
Dorothea Allison Underwood, *Oradell, NJ*
Daniel Kenneth Updegraft, *Shaker Heights, OH*
Barbara Elizabeth Upton, *Berkeley Heights, NJ*

Emily Coster Van Nierop, *Darien, CT*
Ashley Meredith Van Valkenburgh, *Fredericksburg, VA*
Michael A. Velazquez, *Central Islip, NY*

Caitlin Elizabeth Wade, *Addison, NY*
Jennifer Dawn Wallace, *New York, NY*
~~Karen Lisa Walter, *North Granby, CT*~~
Keith Richard Wandtke, *Rochester, NY*
Nicholas Allan Ward, *North Monmouth, ME*
Charlie Ryan Waterman, *Bainbridge Island, WA*

Stephen Douglas Watt, *Bryn Mawr, PA*
David Ronald Webb, *Simcoe, Ontario, Canada*
Sherry Louise Webb, *Montclair, NJ*
Caryl Lee Wedding, *Corning, NY*
Matthew Andrew Weiner, *Scarsdale, NY*
~~Alexander M.V. Weishaupl-Vartuli, *White Plains, NY*~~
Erica Kathleen Weissinger, *New York, NY*
Robert Christopher Whelan, *Bedford, NY*
Kristen Liza White, *Ogdensburg, NY*
Thomas Cauthorn White, *New Canaan, CT*
Whitney James White, *Skillman, NJ*
Jed Upton Whitlock, *New Canaan, CT*
Paige Leslie Whittaker, *Manlius, NY*
John Allan Whitwell, *Niagara Falls, Ontario, Canada*
Jennifer Lynn Wilcox, *Troy, NY*
Robert Matthew Wild, *Auburn, NY*
Jessica Burton Wilson, *Skaneateles, NY*
Karin Dorothea Wimbley, *Barrington, IL*
Andrew George Wintermuth, *Chappaqua, NY*
Nicole Ann Wolford, *Norwich, NY*
Steven Albert Wood, *Newport, NY*
Sarah Downing Woodson, *New York, NY*

Kim E.E. Yeoh, *Kuala Lumpur, Malaysia*
Gaston Luis Yordan, *Riverwoods, IL*
Erin Kelly R. Young, *Lexington Park, MD*
Everett Winfield Young, *Manhasset, NY*
Sarah Maria Young, *East Aurora, NY*

George Henry Zaleski, *Rome, NY*
Joseph John Zona, *Quincy, MA*

Visiting Student

Nicola Lynn Gowan, *Edinburgh, Scotland*

Enrollment

Enrollment of Students by Classes, Fall 1993*

	Men	Women	Total
Class of 1994	233	221	454
Class of 1995	214	159	373
Class of 1996	223	204	427
Class of 1997	257	195	452
Visiting & Part-Time Special Students	8	19	27
Total	935	798	1733

** Numbers include students on campus as well as those in Hamilton-sponsored off-campus programs. Of the 65 students (mostly juniors) off campus last fall on approved academic leaves of absence, 58 were studying at foreign institutions on non-Hamilton programs.*

Geographic Distribution of Students by State and Country, 1993-94

State	*Students*
New York	713
Massachusetts	177
Connecticut	122
New Jersey	117
Pennsylvania	91
Vermont	31
California	29
Illinois	28
Maine	25
Maryland	25
New Hampshire	25
Ohio	25
Rhode Island	18
Florida	15
Virginia	12
Washington	11
Michigan	9
Texas	9
Colorado	7
District of Columbia	7
Delaware	6
Georgia	5
Nebraska	5
Missouri	4
North Carolina	4
New Mexico	4
Indiana	3
Kentucky	3
Tennessee	3
West Virginia	3
Arizona	2

State	*Students*
Iowa	2
Minnesota	2
South Carolina	2
Utah	2
Wisconson	2
Alaska	1
Arkansas	1
Kansas	1
Louisiana	1
Oklahoma	1
Oregon	1
Countries	
Canada	14
Turkey	9
Japan	7
China	4
France	4
Greece	4
India	4
Pakistan	4
Bangladesh	2
Bermuda	2
Malaysia	2
Spain	2
Taiwan	2
Uganda	2
Australia	1
Austria	1
Brazil	1
Bulgaria	1

Country	*Students*
Chile	1
Croatia	1
Egypt	1
Gambia	1
Hong Kong	1
Iran	1
Italy	1
Jordan	1
Mexico	1
Netherlands	1
Norway	1
Poland	1
Saudi Arabia	1
Slovinia	1
South Africa	1
Sri Lanka	1
Sweden	1
Switzerland	1
Tanzania	1
Thailand	1
Trinidad & Tobago	1
United Kingdom	1
Uzbekistan	1

Student Retention

Of the 450 full-time freshmen who enrolled at Hamilton College in the fall of 1987, 86.4 percent were graduated by the spring of 1991, 90.4 percent by the spring of 1992.

Degree Programs

Hamilton College is authorized by the New York State Education Department to offer the Bachelor of Arts degree in the following programs (enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards):

Programs	HEGIS Code
Africana Studies	*
American Studies	0313
Ancient Mediterranean Civilization	1599
Anthropology	2202
Art	1002
Art History	1003
Asian Studies	0301
Biochemistry/Molecular Biology	0414
Biology	0401
Chemistry	1905
Classics	1504
Comparative Literature	1503
Computer Science	0701
Dance	1008
Economics	2204
English	1501
English Literature	1502
Foreign Languages	1101
French	1102
Geology	1914
German	1103
Government	2207
History	2205
Interdisciplinary Programs	4901
Mathematics	1701
Music	1005
Philosophy	1509
Physics	1902
Psychobiology	2099
Psychology	2001
Public Policy	2207
Religious Studies	1510
Russian Studies	0307
Sociology	2208
Spanish	1105
Theatre	1007
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* Application has been made to the New York State Education Department for approval of a concentration in Africana Studies, and that application is currently under review.

Family Educational Rights

The Family Educational Rights and Privacy Act of 1974 (commonly referred to as the "Buckley Amendment") was designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students have the right to file complaints with the Family Educational Rights and Privacy Act Office (FERPA), Department of Education, 5411 Switzer Building, 330 C Street S.W., Washington, DC 20201, concerning alleged failures by the institution to comply with the act.

The act permits the College to release certain "directory information." This information will not be released to salespeople, subscription sellers, etc., but will be used for College purposes, such as news releases and athletic programs. The following has been designated as "directory information": the student's name, address, and telephone listing, date and place of birth, major, participation in officially recognized activities and sports (from the Activities Questionnaire completed by each student), weight and height of athletic team members, dates of attendance, degrees and awards received, and the most recent previous educational institution attended.

If you do *not* wish any or all of this information released without your prior consent, please notify the Dean of Students in writing before September 15. In the absence of a negative response, the College will release this information when appropriate.

Copies of Hamilton's policy regarding the act and procedures used by the College to comply with the act can be obtained from the Office of the Dean of Students. Questions concerning the Family Educational Rights and Privacy Act may be referred to the Dean of Students or to the Registrar.

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Hamilton College is a coeducational, residential liberal arts community whose members value and seek intellectual and cultural diversity. The College encourages respect for political, religious, ethnic, racial, physical, generational, sexual and affectional, and intellectual differences, because such respect promotes free and open inquiry, independent thought, and mutual understanding.

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